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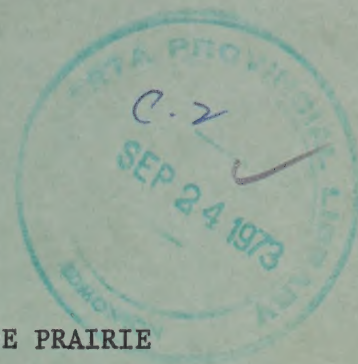
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RECREATION IN THE CITY OF GRANDE PRAIRIE

A SURVEY OF  
INTERESTS, ACTIVITIES, AND  
OPPORTUNITIES

Alberta  
DEPARTMENT OF YOUTH  
RESEARCH DIVISION

CHAPTERS X - XIII

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PROFILE OF THE GRANDE PRAIRIE HIGH SCHOOL POPULATION

In order to adequately evaluate the recreational needs and activities of the Grande Prairie respondents, it is necessary to study the adolescent members of the population as well as the adult. The information presented in the previous chapters was obtained from respondents eighteen years of age and older. This chapter presents the information obtained from the adolescent respondents in Grande Prairie.

A. Sample

A total of 339 high school students in Grande Prairie were asked to fill out the questionnaire. Of these students, 229 (67.6%) were attending Grande Prairie Vocational High School, 82 (24.2%) were attending St. Joseph's Roman Catholic High School, and 28 (8.2%) did not specify which school they attended.

B. General Description1. Age-Sex Distribution

Of the total sample, 177 (52.2%) were girls, and 159 (46.9%) were boys. Three students did not answer the question. The age distribution for each sex is given in Table X-1.

Table X-1Age Distribution by Sex of Grande Prairie High School Respondents

<u>Age</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
15 years or less	21	6.5	20	6.2	41	12.6
16 or 17 years	95	29.2	114	35.1	209	64.3
18 or 19 years	34	10.5	36	11.1	70	21.5
20 years or more	3	0.9	2	0.6	5	1.5
	—	—	—	—	—	—
TOTAL	153	47.1	172	52.9	325	99.9





There were 14 students who did not give their ages and, by far, the majority was 16 or 17 years of age. The distribution was fairly even for both sexes.

2. Grade In School

Only 2 students did not specify what grade they were in, and the other students' responses are given in Table X-2.

Table X-2

Grade in School and Pattern Followed

<u>Grade</u>	<u>Matriculation</u>		<u>Vocational</u>		<u>General</u>		<u>Total</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
Grade 10	65	55.6	27	23.1	25	21.4	117
Grade 11	79	56.0	36	25.5	26	18.4	141
Grade 12 (1st)	17	25.8	39	59.1	10	15.2	66
Grade 12 (2nd)	6	46.2	2	15.4	5	38.5	13
TOTAL	167	49.6	104	30.9	66	19.6	337

Nearly half of the students were in a matriculation pattern (49.6%); nearly one-third were in vocational (30.9%), and less than one-fifth were in a general pattern (19.6%). Over half of the grade 10 and grade 11 respondents were in a matriculation pattern, but just over one-quarter of the grade 12 students were in matriculation. Over half of the grade 12 students were in a vocational pattern.

3. Place of Birth, Ethnicity, and Length of Residence

Most of the respondents, 267 (78.8%), were born in Alberta; 30 were born in Saskatchewan and Manitoba; 14 were born in British Columbia or the Yukon; 13 were born in Europe; 7 were born in Ontario; and 5 were born in Quebec or the Maritimes. Three did not specify where they were born.





The birthplace of both parents of each respondent was recorded, and Table X-3 gives the results.

Table X-3

Birthplace of Parents of Grande Prairie High School Students

<u>Birthplace</u>	<u>Fathers</u>		<u>Mothers</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Canada	225	66.4	243	71.7
British Isles, White Commonwealth	23	6.8	22	6.5
Slavic Countries	19	5.6	11	3.2
United States	11	3.2	9	2.7
Germany, Austria	9	2.7	6	1.8
"Central" Europe	8	2.4	9	2.7
Scandinavia	7	2.1	3	0.9
Oriental or Other Countries	2	0.6	1	0.3
No Response	35	10.3	35	10.3
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TOTAL	339	100.1	339	100.1

Most of the students' parents were born in Canada, which indicates that most of the students were at least second generation Canadians.

The students were asked how long they had lived in Grande Prairie, and only 6 did not answer the question. The other responses are given in Table X-4.





Table X-4Length of Residence in Grande Prairie

<u>Length of Residence</u>	<u>Number</u>	<u>Per Cent</u>
One year or less	33	9.7
2 to 3 years	66	19.5
4 to 6 years	54	15.9
7 to 9 years	25	7.4
10 to 12 years	36	10.6
13 to 15 years	34	10.0
16 to 18 years	75	22.1
Over 18 years	10	3.0
No Response	6	1.8
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TOTAL	339	100.0

One-quarter of the sample said they had lived in Grande Prairie over 16 years, which would probably be all their lives. More than one-quarter had lived there less than 4 years.

#### 4. Educational and Occupational Background

##### a) Educational Level of Parents

The students were asked how many years of schooling their parents had completed, and the results are given in Table X-5.

Table 1-6

Length of Residency in Canada

Length of Residency	Number	Per Cent
One year or less	32	9.7
2 to 5 years	56	16.2
6 to 10 years	38	10.8
11 to 15 years	22	6.4
16 to 20 years	28	8.1
21 to 25 years	24	6.9
26 to 30 years	20	5.7
31 to 35 years	10	2.9
36 to 40 years	6	1.7
41 to 45 years	—	—
46 to 50 years	—	—
51 to 55 years	—	—
56 to 60 years	—	—
61 to 65 years	—	—
66 to 70 years	—	—
71 to 75 years	—	—
76 to 80 years	—	—
81 to 85 years	—	—
86 to 90 years	—	—
91 to 95 years	—	—
96 to 100 years	—	—
TOTAL	328	100.0

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Table X-5Education of Parents of Grande Prairie High School Students

<u>Years of Education</u>	<u>Father</u>		<u>Mother</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
One to 6 years	28	8.3	16	4.7
7 or 8 years	78	23.0	48	14.2
9 years	46	13.6	50	14.8
10 or 11 years	67	19.8	82	24.2
12 years	38	11.2	70	20.7
College (some, or degree)	19	5.6	19	5.6
None	1	0.3	1	0.3
No Response	62	18.3	53	15.6
TOTAL	339	100.1	339	100.1

The students reported that their mothers had more education than their fathers had. Less than one-fifth of the mothers had less than 9 years of schooling but almost one-third of the fathers had less than 9 years.

b) Fathers' Occupations

The students were asked what their fathers' occupations were. Table X-6 gives the distribution of responses obtained.





Table X-6Occupation of Fathers of High School Students

<u>Occupation</u>	<u>Number</u>	<u>Per Cent</u>
Hollingshead 1	15	4.4
Hollingshead 2	26	7.7
Hollingshead 3	51	15.0
Hollingshead 4	6	1.8
Hollingshead 5	93	27.4
Hollingshead 6	13	3.8
Hollingshead 7	24	7.1
Farmers	64	18.9
No Response	47	13.9
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TOTAL	339	100.0

More than one-quarter of the fathers were employed in occupations classified as Hollingshead 5, including truck drivers and other skilled jobs. Very few were employed in Hollingshead 4 positions, which are sales and clerical jobs.

c) Family Income

The students were asked to specify their family's income to help establish a socio-economic rating. Table X-7 gives the results.





Table X-7Family Income of High School Students

<u>Income</u>	<u>Number</u>	<u>Per Cent</u>
\$ 3,000 or less	16	4.7
\$ 3,000.01 to \$ 4,000.00	26	7.7
\$ 4,000.01 to \$ 5,000.00	31	9.1
\$ 5,000.01 to \$ 6,000.00	36	10.6
\$ 6,000.01 to \$ 7,000.00	38	11.2
\$ 7,000.01 to \$ 8,500.00	33	9.7
\$ 8,500.01 to \$10,000.00	31	9.1
\$10,000.01 to \$13,000.00	18	5.3
\$13,000.01 or more	21	6.2
No response	89	26.3
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TOTAL	339	99.9

About one-fifth of the students said their family's income was \$5,000.00 or less annually, and, another fifth said it was \$5,000.00 to \$7,000.00. Just over 10% said the income was over \$10,000.00 yearly.

## 5. Educational and Occupational Expectations

### a) Expected Education

Students were asked how much schooling they expected to complete. There were 18 (5.3%) who did not answer the question, and only 6 (1.8%) who said they expected to complete only grade 11. Over one-third, 125 students, said they expected to complete grade 12; another 109 said they would get a university degree; and 7 said they would get a "professional" degree (e.g. medicine, law). Vocational courses leading to blue collar occupations (e.g. hairdressing, plumbing) were mentioned by 42 students, and white collar positions (e.g. draftsmen, business college) were mentioned by 22 students. Ten students said they expected to get "all the education I can: as much as possible", but did not specify an amount.





b) Study Habits

Students were asked how much time they spent each evening, on the average, studying during the week. Table X-8 gives the results.

Table X-8

Number of Hours of Study on Week Nights

<u>Number of Hours</u>	<u>Number</u>	<u>Per Cent</u>
$\frac{1}{2}$ hour or less	64	18.9
$\frac{1}{2}$ to 1 hour	105	31.0
1 to $1\frac{1}{2}$ hours	29	8.6
$1\frac{1}{2}$ to 2 hours	40	11.8
2 to 3 hours	13	3.8
Studies, unspecified hours	5	1.5
None	46	13.6
No response	37	10.9
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TOTAL	339	100.1

Nearly half of the students study for less than 1 hour per night, but they do study.

Table X-9 gives the distribution for hours studied on the weekends.



Table X-9Number of Hours of Study on Weekends

<u>Number of Hours</u>	<u>Number</u>	<u>Per Cent</u>
One hour or less	21	6.2
1 to 2 hours	56	16.5
2 to 3 hours	11	3.2
3 to 4 hours	52	15.3
4 to 8 hours	24	7.1
Studies, unspecified hours	46	13.6
None	83	24.5
No response	46	13.6
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TOTAL	339	100.0

Nearly one-quarter do not study on weekends and just over one-quarter study 1 to 3 hours per weekend.

c) Dropouts

Students were asked if they had ever seriously considered dropping out of school, and 235 (69.3%) said they definitely had not considered it. Only 6 (1.8%) said they had considered dropping out, but qualified their answer, and 50 (14.8%) said they had definitely considered dropping out. There were 48 who did not answer the question. More than half, 206 (60.8%), said they had had at least one friend drop out of school.

At the end of the questionnaire, the students were asked how they felt about people dropping out of school, and 178 (52.5%) said it was definitely a bad thing. One-fifth, 69 (20.4%) were unsure as to whether dropping out was good or bad, and only 10 (3.0%) said it was definitely a good thing. There were 4 students who said it was a bad thing but qualified their answers; 23 who said it was a good thing but qualified their answers; and 55 who gave no response at all.





d) Occupational Expectations and Desires

i) Attitudes Towards Work

In order to determine how strongly the students felt towards working, three questions were asked. Each question was rated from 1 to 6, with a total possible score of from 3 to 18. A score of 3 would indicate very low endorsement of the Protestant Ethic, and a score of 18 would be the highest possible endorsement, meaning that work was very important. The distribution of scores is outlined in Table X-10.

Table X-10

Protestant Ethic Scores of High School Students

<u>Score</u>	<u>Number</u>	<u>Per Cent</u>
3	10	3.0
4 or 5	22	6.5
6 or 7	38	11.2
8 or 9	70	20.7
10 or 11	43	12.7
12 or 13	70	20.7
14 or 15	20	5.9
16 to 18	12	3.5
No Response	54	15.9
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TOTAL	339	100.1

The students tended to endorse the Protestant Ethic fairly strongly, with one-third having a score of 10 to 13.

ii) Future Expectations

The students were asked what they expected to be doing in the future, and nearly one-third (102) did not answer. The highest proportion, 109 (32.2%), expected to be attending university or technical school; 63 (18.6%) expected to be employed as Hollingshead 4 workers; 18 (5.3%)





expected to be in Hollingshead 5; 16 (4.7%) in Hollingshead 1 or 2; 13 (3.8%) in Hollingshead 6; 3 (2.4%) in Hollingshead 3; 8 (2.4%) as housewives; and 2 (0.6%) as farmers.

### iii) Future Occupational Desires

Students were asked what they would like to do as an occupation, and 106 (31.3%) did not answer the question. The most noticeable discrepancy between expectations and desires occurs in the Hollingshead 3 category, where 45 students desired to be and only 8 expected to be. Hollingshead 1 and 2 were desired by 63; Hollingshead 4 by 74; Hollingshead 5 by 31; Hollingshead 6 by 11; farming by 8; and housewives by 1 student. It is difficult to compare the proportions who mentioned Hollingshead 1 and 2 as university was included in the "expected" question but not in the "desired" question.

## C. Student Employment Patterns

### 1. Summer Jobs

More than half of the students said they had summer jobs, 205 (60.5%), and 130 (38.4%) said they did not. Four students did not answer the question. Only 10 students who said they had jobs did not specify the type of job they held. The most common type of job, listed by 75 (22.1%), was non-skilled outdoor work which did not require meeting the public (e.g. farm labourer, paper boy); 59 (17.4%) listed non-skilled indoor jobs which did require meeting the public (e.g. waitress, clerk); 34 (10.0%) listed non-skilled indoor jobs which did not require meeting the public (e.g. wash dishes, babysitting). Only 1 student mentioned a skilled indoor job which involved meeting the public; 4 mentioned non-skilled outdoor jobs which required meeting the public (e.g. service station attendant, delivery boy); and 11 students mentioned each of skilled indoor, and skilled outdoor, not meeting the public (e.g. light mechanical work and truck driving).



Less than one-fifth of the students, 62 (18.3%), worked more than 40 hours per week; 54 (15.9%) worked 36 to 40 hours; 20 worked 31 to 35 hours; 12 worked 11 to 30 hours; and 23 worked less than 10 hours per week.

Most of the students, 155 (45.7%), worked regular day shifts; 17 worked afternoon shifts; and 4 worked night shifts.

There were 88 (26.0%) who worked for 2 months; 54 (15.9%) who worked for 3 months; 46 who worked for 1 month; and 13 who worked for less than one month.

## 2. Part-Time Jobs

Less than one-half of the students said they held part-time jobs during the school year, 122 (36.0%), and 198 (58.4%) said they did not. Most of the jobs held, (60), were non-skilled indoor jobs which required meeting the public (e.g. store clerks, waitresses), and 34 other jobs were unskilled. Only 25 of the part-time jobs were skilled jobs, and 98 of the students who had jobs did not specify what type of jobs they were.

Only 108 students reported how many hours they worked each week: 5 students worked 1 to 3 hours; 27 worked 4 to 6 hours; 29 worked 7 or 8 hours; 13 worked 9 or 10 hours; 3 worked 11 to 12 hours; 4 worked 13 to 18 hours; 11 worked 19 to 24 hours; and 16 worked more than 24 hours per week.

There were 70 students who worked both weekdays and weekends; 36 who worked weekends only and 12 who worked weekdays only.

## D. Organizational Involvements

### 1. Church Activities

#### a) Affiliation and Attendance

The students were asked which church they belonged to, and the distribution is given in Table X-11.





Table X-11Religious Affiliation of Students

<u>Religious Group</u>	<u>Number</u>	<u>Per Cent</u>
United, Presbyterian, Methodist	102	30.1
Roman Catholic	87	25.7
Anglican	28	8.3
Sects: Jehovah's Witness, Salvation Army	26	7.7
Lutheran	19	5.6
Baptist, Mennonite	17	5.0
Non-member	26	7.7
S.D.A. and L.D.S.	8	2.4
No response	26	7.7
	<hr/>	<hr/>
TOTAL	339	100.2

The largest group were United, and Roman Catholics comprised the second largest group. There were 17 students who said they were affiliated with a church, but never attended services, and 77 either did not belong to a church or did not say how often they attended church. More than one-quarter, 92 (27.1%) said they attended church about once a week, every time there was a service; 77 (22.7%) said they attended 2 or 3 times a month (every time); 45 (13.3%) said about once a week (less than every time); 28 (8.3%) said they attended more than once a week (every time); and 3 (0.9%) said they attended 2 or 3 times a month (less than every time).

b) Church Related Group Involvement

The students were asked if they belonged to any groups which were associated with the church, and 152 (44.8%) did not answer the question. Only 2 of the Catholic students belonged to a church group; 18 of the United





students; 4 of the Anglican students; 12 of the Lutheran students; 7 of the Baptist; 19 of the students who belonged to sects; and 3 of the Seventh Day Adventists or Mormons. There were 122 students who did not belong to any church-related organizations. Most of the students, 51, said their groups met 4 times per month; 9 said twice per month; 7 said once a month; and one said the group never met.

The students were asked if they held any offices in their church groups, and 278 (82.0%) did not answer the question. Another 12 said they held no offices; 19 said they held the position of president; 23 said they held other major positions (e.g. vice-president, secretary); 5 said they held minor positions (e.g. social convener); and 2 said they held both types of positions.

The students were then asked how many hours per month they spent in church affairs, including church services. Table X-12 gives the distribution of responses obtained.



Table X-12Hours Per Month In Church Affairs

<u>Number of Hours</u>	<u>Summer</u>		<u>Winter</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
1 or 2 hours	19	5.6	20	5.9
3 to 5 hours	44	13.0	45	13.3
6 to 10 hours	24	7.1	24	7.1
11 to 15 hours	12	3.5	17	5.0
16 to 20 hours	11	3.2	8	2.4
21 to 30 hours	6	1.8	12	3.5
31 to 40 hours	0	0.0	1	0.3
41 hours or more	8	2.4	13	3.8
None	41	12.1	35	10.3
No Response	174	51.3	164	48.4
	—	—	—	—
TOTAL	339	100.0	339	100.0

The largest proportion of students, 44 (13.0%), said they spent from 3 to 5 hours per month in church affairs which might indicate that the only time they spent in church affairs was attending services. A few more students spent more than 20 hours per month in church affairs in winter than in summer.

The students were then asked if they were involved in any special church projects, and 224 did not answer the question. No projects were mentioned by 63 students; church camps were mentioned by 29; choirs were mentioned by 8; youth group activities were mentioned by 7; social committees and service projects were mentioned by 4 students.





### c) Future Activity

The students were asked if they expected to be more or less active in church activities in the future and 127 did not reply. Over one-third, 127 (37.5%), said they expected to be more active; 40 (11.8%) said they would be less active; 41 (12.1%) said they would not change the participation they had now; and 4 (1.2%) said it would depend on circumstances. The reasons given for increasing activity were: interest, mentioned by 93 students; religious obligation, mentioned by 17; religious convictions, mentioned by 10; marriage plans, mentioned by 2; and getting older, mentioned by 1 student.

The reasons given for being less active in church were: no time, mentioned by 5 students; no interest, mentioned by 6; and less Youth activities, mentioned by 2 students.

## 2. School and Extra-curricular Activities

### a) School Activities

The students were asked to list the school-related clubs and organizations to which they belonged and a tally of the total number of clubs for each student was taken. There were 93 students (27.4%) who did not answer the question, and 148 (43.7%) who said they did not belong to any clubs. One club was mentioned by 65 students (19.2%); two clubs by 20 (5.9%); 3 clubs by 8 (2.4%); 4 clubs by 3 (0.9%); and five clubs by 2 (0.6%). The amount of time spent in each organization was estimated on a monthly basis. Students' Council was named by 32 students; 7 spent less than one hour per month; 15 spent 2 to 5 hours; 6 spent 6 to 10 hours; 2 spent 11 to 15 hours; and 2 spent some time but did not say how much.

Sports clubs were mentioned by 30 students: one spent one hour or less; 7 spent 2 to 5 hours; 8 spent 6 to 10 hours; 5 spent 11 to 15 hours; 3 spent 16 to 20 hours; 4 spent over 20 hours, and 2 spent an unspecified



amount of time per month on sports clubs.

Cultural clubs were also mentioned by 30 students: 6 students spent 2 to 5 hours per month; 5 spent 6 to 10 hours; 8 spent 11 to 15 hours; 5 spent 16 to 20 hours; 4 spent over 20 hours; and 2 did not specify an amount of time.

Yearbook and newspaper were mentioned by 13 students: one spent one hour or less; 5 spent 2 to 5 hours; 3 spent 6 to 10 hours; 1 spent over 20 hours; and 3 did not specify how much time they spent.

Serious or volunteer clubs were mentioned by 10 students: 3 spent one hour or less; 4 spent 2 to 5 hours; 1 spent 6 to 10 hours; 1 spent 11 to 15 hours; and one spent an unspecified amount of time.

Other clubs were mentioned by fewer than 10 students: booster club mentioned by 8 students; special interest clubs (e.g. car) by 7; hobby clubs (e.g. chess) by 6; academic clubs by 4; religious clubs by 2; social club by 1 student; and graduation class by one student.

#### b) School Sports

Students were asked to list the inter-school and intra-mural sports in which they participated, and how many hours per month they spent at each. The tally of how many sports each student reported showed that 92 students did not answer the question and 66 (19.5%) said they did not engage in any sports. One sport was named by 42 students; two sports by 48; three sports by 18; 4 sports by 23; 5 sports by 18; 6 sports by 15; 7 sports by 6; and 8 or more sports by 11 students.

Inter-school basketball was mentioned by 85 students: one student spent one hour or less per month; 17 spent 2 to 5 hours; 16 spent 6 to 10 hours; 9 spent 11 to 15 hours; 11 spent 16 to 20 hours; 12 spent over 20 hours; and 19 spent an unspecified amount of time in a month.





Inter-school volleyball was mentioned by 82 students: one student spent one hour or less; 14 spent 2 to 5 hours; 21 spent 6 to 10 hours; 5 spent 11 to 15 hours; 7 spent 16 to 20 hours; 7 spent over 20 hours; and 27 did not specify how many hours they spent.

Other inter-school team sports such as soccer or baseball were mentioned by 40 students: 6 spent 2 to 5 hours; 6 spent 6 to 10 hours; 5 spent 11 to 15 hours; one spent 16 to 20 hours; 5 spent over 20 hours; and 17 did not specify how many hours per month they spent.

Individual inter-school sports such as badminton were mentioned by 29 students: one student spent one hour or less per month; 9 spent 2 to 5 hours; 10 spent 6 to 10 hours; 1 spent 11 to 15 hours; 1 spent 16 to 20 hours; 1 spent over 20 hours; and 6 spent an unspecified amount of time per month.

Inter-school football was mentioned by 23 students: 2 spent 2 to 5 hours per month; 2 spent 6 to 10 hours; 6 spent 16 to 20 hours; 3 spent over 20 hours; and 10 spent an unspecified amount of time.

Inter-school track and field was mentioned by 11 students: 3 spent 2 to 5 hours; 2 spent 6 to 10 hours; 1 spent 11 to 15 hours; 4 spent 16 to 20 hours; and one spent an unspecified amount of time.

Curling was mentioned by 5 students: 2 spent 2 to 5 hours; 1 spent 6 to 10 hours; 1 spent 16 to 20 hours; and one spent an unspecified amount of time.

Inter-school swimming was mentioned by 2 students who each spent 6 to 10 hours per month.

Intra-mural volleyball was mentioned by 87 students: 3 students spent one hour or less per month; 17 spent 2 to 5 hours; 15 spent 6 to 10 hours; 7 spent 11 to 15 hours; 8 spent 16 to 20 hours; 2 spent over 20 hours; and 35 spent an unspecified amount of time.



Intra-mural basketball was mentioned by 72 students: 3 spent one hour or less; 16 spent 2 to 5 hours; 16 spent 6 to 10 hours; 3 spent 11 to 15 hours; 7 spent 16 to 20 hours; 1 spent over 20 hours; and 26 did not specify how many hours they spent.

Other intra-mural group sports (e.g. soccer) were mentioned by 69 students: 2 spent less than one hour per month; 10 spent 2 to 5 hours; 14 spent 6 to 10 hours; 5 spent 11 to 15 hours; 6 spent 16 to 20 hours; 6 spent over 20 hours; and 26 did not specify how much time they spent.

Intra-mural football was mentioned by 32 students: 6 spent 2 to 5 hours; 7 spent 6 to 10 hours; 3 spent 11 to 15 hours; 1 spent 16 to 20 hours; 3 spent over 20 hours; and 12 spent an unspecified amount of time.

Intra-mural badminton was mentioned by 25 students: 2 spent one hour or less; 6 spent 2 to 5 hours; 5 spent 6 to 10 hours; 4 spent 11 to 15 hours; 3 spent 16 to 20 hours; and 5 spent an unspecified amount of time.

Other individual intra-mural sports (e.g. track and field) were mentioned by 11 students: 4 spent 2 to 5 hours; 2 spent 6 to 10 hours; 1 spent 16 to 20 hours; and 4 did not specify how much time they spent.

#### c) Extra-curricular Activities

The students were asked to list the activities in which they participated which were not related to the school. A tally was taken and 93 students did not answer the question. Over half of the students, 173, did not belong to any clubs; 62 belonged to one; 10 belonged to two; and 1 student belonged to 3 clubs.

Boys' training groups were mentioned by 25 students: 2 spent 2 to 5 hours per month; 8 spent 6 to 10 hours per month; 6 spent 11 to 15 hours per month; 2 spent 16 to 20 hours per month; 4 spent over 20 hours per month; and 3 did not specify how much time they spent.





Social or teen clubs were mentioned by 10 students: 1 spent one hour or less per month; 4 spent 2 to 5 hours per month; 2 spent 6 to 10 hours per month; 2 spent 11 to 15 hours per month; and one student did not specify how much time was spent per month.

Other clubs outside the school were mentioned by fewer than 10 students: all-season sports clubs mentioned by 9 students; "learning" clubs such as '4-H' mentioned by 8 students; girls' training groups mentioned by 7 students; special interest clubs mentioned by 6 students; nature-oriented, civic service, and church groups were each mentioned by 4 students; winter sports clubs and car clubs were each mentioned by 3 students; summer sports clubs, and recreation centres were each mentioned by 2 students; and one student mentioned a cultural club.

#### d) Official Positions Held

Students were asked to indicate what positions they held, if any, in the clubs they belonged to, and differentiation was made between athletic and non-athletic clubs. The total number of positions held was tallied, and 237 did not answer the question. No positions were listed by 24 students; one position by 50; two positions by 19; and three positions by 9 students.

In the athletic clubs, 5 students held major positions (e.g. president); 7 students held other major positions (e.g. secretary, treasurer); and 1 student held a minor position (e.g. social convener).

In non-athletic groups, 17 students held major positions (e.g. president); 31 held other major positions (e.g. secretary, treasurer); and 24 held minor positions (e.g. social convener).



## E. Social Involvements

### 1. Friendships

#### a) Number of Close Friends

The students were asked how many close friends they had, friends they could talk to and rely on. Table X-13 gives the distribution of responses obtained.

Table X-13

#### Number of Close Friends of High School Students

<u>Number of Friends</u>	<u>Number</u>	<u>Per Cent</u>
1 or 2	57	16.8
3 or 4	133	39.2
5 to 7	68	20.1
8 to 10	22	6.5
11 to 15	15	4.4
16 and over	19	5.6
None	2	0.6
No Response	23	6.8
	<hr/>	<hr/>
TOTAL	339	100.0

Over half of the students had from 1 to 4 close friends (56.0%) and very few (16.5%) had more than 7 friends. The students were asked how many of their friends attended the same school, and 129 (38.1%) said all of them did. Another third, 114 (33.6%) said over half of them did; 45 (13.3%) said some did, but less than half; and 24 (7.1%) said none of their friends attended the same school. Only 27 students did not answer the question.

#### b) Rate of Seeing Friends

The students were asked how often they saw each of their 3 closest friends, and the responses are given in Table X-14.





Table X-14

Rate of Seeing Three Closest Friends

<u>Rate</u>	<u>1st Friend</u>		<u>2nd Friend</u>		<u>3rd Friend</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Daily	229	67.6	169	49.9	124	36.6
Weekends Only	14	4.1	17	5.0	22	6.5
5 days per week	57	16.8	70	20.7	64	18.9
1 or 2 times per week	11	3.2	27	8.0	30	8.9
1 or 2 times per month	4	1.2	21	6.2	18	5.3
Less than once a month	12	3.5	17	5.0	38	11.2
No Response	12	3.5	18	5.3	43	12.7
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	339	99.9	339	100.1	339	100.1

Most of the students saw all of their friends every school day (5 days per week), and usually on the weekends too. Very few students said they saw their friends less than once a week.

c) Activities Engaged in With Friends

The types of activities the students engaged in with their friends are outlined in Table X-15.



Table X-15

Activities of Youth With Three Closest Friends

<u>Activity</u>	<u>1st Friend</u>		<u>2nd Friend</u>		<u>3rd Friend</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Sociability - visiting	50	14.7	55	16.2	36	10.6
"Acceptable" social	40	11.8	32	9.4	32	9.4
Active Sports	38	11.2	36	10.6	30	8.8
Educational- homework	33	9.7	35	10.3	29	8.6
Passive - Entertainment	25	7.4	20	5.9	10	2.9
Nature Oriented	14	4.1	20	5.9	17	5.0
"Wild" sociability	16	4.7	12	3.5	15	4.4
"Aimlessly" Drive Around	18	5.3	15	4.4	9	2.7
"Vague" - Fool Around	8	2.4	11	3.2	13	3.8
Work Together	5	1.5	6	1.8	8	2.4
Passive Home Activities	5	1.5	6	1.8	8	2.4
Share Hobbies	4	1.2	8	2.4	3	0.9
Church & Church Clubs	5	1.5	5	1.5	3	0.9
"Aimless" Entertainment	1	0.3	2	0.6	5	1.5
Club - not church	3	0.9	2	0.6	2	0.6
Holidays, Travelling	1	0.3	2	0.6	2	0.6
No Response	73	21.5	72	21.2	117	34.5
TOTAL	339	100.0	339	99.9	339	100.0

The activities are listed in order from most often mentioned for all friends. Sociability was most frequently mentioned for all 3 friends, and "acceptable" social activities, such as dances, parties, and dates were equally as popular as active sports. All activities listed from "Vague" - fool around, to the end of the list were mentioned by fewer than 10% of the students for all friends.





## 2. Dating

To gain an idea of the dating patterns of Grande Prairie high school students, they were asked how many times they dated each month, and how many people they dated. There were 26 students who said they never went on dates, and 46 who did not answer the question. One or fewer dates per month was listed by 30 students; 2 or 3 dates by 69; 4 or 5 dates by 32; 6 or 7 dates by 21; 8 or 9 dates by 16; 10 or 11 dates by 17; 12 or more dates per month by 56 students; and 26 said they went on dates but did not say how many. Fewer students were going steady (112) than said they dated different people (131).

## 3. Anomie

The students were asked a series of 5 questions to determine the degree of anomie they felt: that is how ineffective and/or isolated the individual felt within his society. The measure used is a 6 point scale from 0 to 5, with 5 indicating an extreme feeling of despair. There were 74 students who did not answer all 5 questions, and so could not be rated. The largest proportion, 84 (24.8%), had a score of 2 on the scale; equal proportions, 71 (20.9%), scored 1 and 3; 27 scored 4; and 12 students scored 5. None of the students had a zero score.

## F. Current Leisure Activities

### 1. Sports and Nature-Oriented Activities

The students were shown a check list of 23 sports and nature-oriented activities, and asked to indicate how many times per month they engaged in each activity. The results for winter are given in Table X-16, and are listed in order of the number of participants.



Table X-16  
Frequency of Participation in Activities

<u>Activity or Sport</u>	<u>Number of Times per Month in Winter</u>					
	<u>10 times or less</u>		<u>Over 10 times</u>		<u>Total Participation</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Skating	196	57.8	41	12.1	237	69.9
Tobogganing	183	54.0	22	6.5	205	60.5
Bowling	187	55.2	5	1.5	192	56.6
Basketball	98	28.9	30	8.9	128	37.8
Volleyball	94	27.7	23	6.8	117	34.5
Table Tennis	82	24.2	11	3.2	93	27.4
Hunting or Fishing	76	22.4	15	4.4	91	26.8
Skiing	70	20.7	21	6.2	91	26.8
Hockey	63	18.6	27	8.0	90	26.5
Curling	69	20.4	12	3.5	81	23.9
Badminton	61	18.0	8	2.4	69	20.4
Camping	44	13.0	0	0.0	44	13.0
Gymnastics	33	9.7	7	2.1	40	11.8
Riding	26	7.7	13	3.8	39	11.5

The three activities most frequently mentioned were skating, tobogganing, and bowling, but of the activities mentioned, skating, basketball and hockey were most frequently engaged in.

Other activities, such as track and field, archery, and soccer were mentioned as winter activities by less than 5% of the students.

The same information for summer is given in Table X-17.



Table X-17

Frequency of Participation in Activities

<u>Activity or Sport</u>	<u>Number of Times per Month in Summer</u>					
	<u>10 times or less</u>		<u>Over 10 times</u>		<u>Total Participation</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Swimming	166	49.0	131	38.6	297	87.6
Camping	222	65.5	22	6.5	244	72.0
Softball, Baseball	202	59.6	30	8.9	232	68.4
Hunting, Fishing	163	48.1	27	8.0	190	56.0
Riding	146	43.1	37	10.9	183	54.0
Tennis	122	36.0	27	8.0	149	44.0
Football	107	31.6	20	5.9	127	37.5
Bowling	121	35.7	4	1.2	125	36.9
Badminton	85	25.1	8	2.4	93	27.4
Table Tennis	71	20.9	8	2.4	79	23.3
Golfing	65	19.2	10	3.0	75	22.1
Track & Field	62	18.3	11	3.2	73	21.5
Soccer	59	17.4	2	0.6	61	18.0
Volleyball	52	15.3	7	2.1	59	17.4
Archery	46	13.6	3	0.9	49	14.5
Basketball	36	10.6	7	2.1	43	12.7
Gymnastics	22	6.5	10	3.0	32	9.4

Swimming, camping and softball or baseball were the most popular summer activities in terms of number of participants, but riding and tennis were engaged in more often than was camping

Other activities such as boating and skating were mentioned by less than 5% of the student sample.





## 2. General Activities

Another 20 activities which were not sports or nature-oriented activities were also given to the students, who were asked to indicate how many hours they spent at each one per month. The results for winter are given in Table X-18, and are listed in order of the total number of participants.

Table X-18

### Frequency of Participation in Activities

<u>Activity</u>	<u>Number of Times per Month in Winter</u>					
	<u>10 times or less</u>		<u>Over 10 times</u>		<u>Total Participation</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Attend Movies	260	76.7	20	5.9	280	82.6
Visit	150	44.2	122	36.0	272	80.2
Parties, Dances	154	45.4	83	24.5	237	69.9
Go to Cafe	136	40.1	95	28.0	231	68.1
Drive to City	177	52.2	30	8.8	207	61.1
Attend Sports	173	51.0	30	8.8	203	59.9
Pleasure Drives	155	45.7	31	9.1	186	54.9
Cooking	82	24.2	75	22.1	157	46.3
Cards	119	35.1	23	6.8	142	41.9
Play Pool, Drink	118	34.8	21	6.2	139	41.0
Holiday Trips	125	36.9	14	4.1	139	41.0
Sew-Knit	75	22.1	16	4.7	91	26.8
Work on Cars	63	18.6	15	4.4	78	23.0
Music	35	10.3	36	10.6	71	20.9
Art	47	13.9	10	2.9	57	16.8
Hobbies	46	13.6	8	2.4	54	15.9
Folk-dance	33	9.7	7	2.1	40	11.8
Drama	35	10.3	4	1.2	39	11.5



Attending movies, visiting with friends, and parties or dances were the most popular activities in terms of total participation, but going to a cafe was done more often than going to movies.

Other activities not in Table X-18 were mentioned by only 18 students.

Table X-19 gives similar data for the summer.

Table X-19

Frequency of Participation in Activities

<u>Activity</u>	<u>Number of Times per Month in Summer</u>					
	<u>10 times or less</u>		<u>Over 10 times</u>		<u>Total Participation</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Go to Cafe	153	45.1	149	44.0	302	89.1
Vist	143	42.2	141	41.6	284	83.8
Attend Movies	260	76.7	23	6.8	283	83.5
Pleasure Drives	207	61.1	65	19.2	272	80.2
Drive to City	214	63.1	41	12.1	255	75.2
Dances, Parties	147	43.4	95	28.0	242	71.4
Holiday Trips	214	63.1	26	7.7	240	70.8
Attend Sports	174	51.3	30	8.8	204	60.2
Cook	83	24.5	78	23.0	161	47.5
Play Pool, Drink	132	38.9	23	6.8	155	45.7
Cards	101	29.8	17	5.0	118	34.8
Work on Cars	75	22.1	24	7.1	99	29.2
Sew-Knit	65	19.2	11	3.2	76	22.4
Music	34	10.0	31	9.1	65	19.2
Art	46	13.6	7	2.1	53	15.6
Hobbies	38	11.2	7	2.1	45	13.3
Folk-dance	30	8.8	8	2.4	38	11.2
Drama	15	4.4	3	0.9	18	5.3





Going to a cafe, visiting with friends, and going to movies were the most popular activities in the summer in terms of total participation, but dancing or parties were engaged in more frequently than attending movies. Less than 10% of the sample listed activities other than those shown in Table X-19.

A tally was taken of how many activities and sports the students were engaged in and the results are given in Table X-20.

Table X-20

<u>Total Number of Activities Engaged In</u>				
<u>Number of Activities</u>	<u>Winter</u>		<u>Summer</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	1	0.3	0	0.0
Less than 6	26	7.7	8	2.4
6 to 10	44	13.0	36	10.6
11 to 15	124	36.6	82	24.2
16 to 20	89	26.2	109	32.1
21 to 25	42	12.4	74	21.8
26 to 30	9	2.6	24	7.1
31 to 35	4	1.2	5	1.5
Over 35	0	0.0	1	0.3
	<hr/>	<hr/>	<hr/>	<hr/>
	339	100.0	339	100.0

Most of the students had from 11 to 20 activities and sports in which they participated during the year. Less than 10% had fewer than 5 activities or more than 25 activities.



### 3. Television, Reading, and Listening to Records

#### a) Television Viewing

Students were asked how many television programs they watched per month, and 66 students said they did not watch television in the winter. Two students said they seldom watched television; 74 (21.8%) said they watched 10 or fewer programs per month; 81 watched 11 to 25 programs; 61 watched 26 to 50 programs; 13 watched 51 to 75 programs; 19 watched 76 programs or more; 8 said they watched nearly all programs; and 15 did not specify the number of programs they watched, but said they did watch some. In the summer, 73 students did not watch television; 4 seldom watched; 117 watched 10 or fewer programs; 62 watched 11 to 25 programs; 44 watched 26 to 50 programs; 4 watched 51 to 75 programs, 15 students watched 76 or more programs; 6 said they watched nearly all programs; and 14 did not specify how many programs they watched per month.

#### b) Reading

Students were asked how many books they read each month, in the summer and winter. The results are given in Table X-21.



Table X-21

Number of Books Read Per Month

<u>Number of Books</u>	<u>Winter</u>		<u>Summer</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	89	26.3	120	35.4
One or less	52	15.3	70	20.7
Two	46	13.6	52	15.3
3 or 4	59	17.4	29	8.6
5 to 10	62	18.3	38	11.2
11 and over	25	7.4	24	7.1
Unspecified	6	1.8	6	1.8
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	339	100.1	339	100.1

Students tended to read more books during the winter than during the summer. More than one-quarter of the students in both seasons did not read any books.

c) Listening to Records and Radio

The students were asked how many hours per month they spent listening to the radio and records, for both summer and winter. Results are given in Table X-22.





Table X-22

Hours of Listening to Radio and Records Per Month

<u>Number of Hours</u>	<u>Winter</u>		<u>Summer</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
None	104	30.7	104	30.7
1 to 3	22	6.5	32	9.4
4 to 10	84	24.8	76	22.4
11 to 20	38	11.2	40	11.8
21 to 50	46	13.6	39	11.5
Over 50	31	9.1	33	9.7
Unspecified	14	4.1	15	4.4
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	339	100.0	339	99.9

Nearly one-third of the students said they did not listen to the radio or to records in summer or winter. Almost 25% in both seasons listened from 4 to 10 hours per month.

4. Activities Most Enjoyed

The students were asked which of the activities they engaged in they enjoyed the most, and their second choice, for both summer and winter. The results for summer activities are given in Table X-23.



Table X-23First and Second Choice Most Enjoyed Activities

<u>Activities</u>	<u>in the Summer</u>			
	<u>First Choice</u>		<u>Second Choice</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
All Season Sports	128	37.8	67	19.8
Nature-Oriented	66	19.5	63	18.6
Summer Sports	59	17.4	72	21.2
Sociability	42	12.4	54	15.9
Driving	15	4.4	22	6.5
Passive Home	13	3.8	19	5.6
Passive Out-of-Home	5	1.5	14	4.1
Cultural	4	1.2	6	1.8
Home-Oriented	3	0.9	7	2.1
No Response	4	1.2	15	4.4
TOTAL	339	100.1	339	100.0

All season sports were the most popular first choice activity, followed by nature-oriented and summer sports activities. Summer sports activities were more popular as second choice than were the other activities.

The activities for winter, first and second choice, are outlined in Table X-24.





Table X-24

First and Second Choice Most Enjoyed Activities

<u>Activities</u>	<u>in the Winter</u>			
	<u>First Choice</u>		<u>Second Choice</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Winter Sports	171	50.4	112	33.0
All Season Sports	46	13.6	60	17.7
Sociability	43	12.7	54	15.9
Nature-Oriented	20	5.9	8	2.4
Passive Home	18	5.3	36	10.6
Passive Out-of-Home	10	2.9	18	5.3
Cultural	10	2.9	13	3.8
Home-Oriented	8	2.4	7	2.1
Driving	3	0.9	7	2.1
No Response	10	2.9	24	7.1
TOTAL	339	99.9	339	100.0

Winter sports such as skating, skiing, curling, and hockey, were most enjoyed winter activities for over half of the respondents, and second choice for nearly one-third. All season sports were chosen by the next highest proportion as both first and second choice activities.

The students were asked if they were active in any organizations or clubs related to their favorite activities, in both summer and winter. Over half, 184 (54.3%) did not answer for either season, and only 4 in the summer and 10 in the winter said they were active in organizations related to both activities. In the summer, 85 were active in an organization related to only 1 activity, and in the winter 107 said the same. There were 66 in the summer



and 38 in the winter who said they were not active in an organization related to either their first or second most enjoyed activity.

## 5. Desired Activities

### a) Structure

The students were asked whether they preferred organized or unorganized activities: if they felt there was a need for more organized activities such as bowling leagues, or informal such as picnics, etc. Only 10 students did not answer, and 14 said there was a need for both types of activity. Slightly more students chose unorganized (165) over organized (150). Of those students who said organized activities were more important, 158 gave reasons for their choice, and these are outlined in Table X-25.



Table X-25

Reasons for Desiring More Organized Activities

<u>Reasons</u>	<u>Number</u>	<u>Per Cent of Those Answering</u>
Well organized; no confusion - no wasted time	30	19.0
Assured Activities; always something to do	29	18.4
More organized - no reasons given	27	17.1
More open; no cliques - attracts more people	19	12.0
More fun - greater group enjoyment	16	10.1
Responsibility; more beneficial to individual	11	7.0
Group gets to know each other better	9	5.7
Supervision; someone to look up to	8	5.1
Competition and/or more sportsmanship	7	4.4
Organized is most usual for student: therefore 'better'	2	1.3
No response	181	--
TOTAL	339	100.1

The two most common reasons given for preferring more organized activities both were concerned with always having something to do and not wasting time. The reasons for preferring unorganized activities are outlined in Table X-26.





Table X-26

Reasons for Desiring More Informal Activities

<u>Reasons</u>	<u>Number</u>	<u>Per Cent of Those Answering</u>
Competence of Teens; group decides; maturity	30	17.1
Informal is "just more fun" - no reasons	29	16.6
No Commitment; don't have to participate	27	15.4
More Relaxed; can be yourself; don't have to dress up	22	12.6
Informal - no reasons given	22	12.6
Avoid Boring Routine; more variety; spontaneous	13	7.4
Sociability; can be with people you like	11	6.3
Informal is most usual for student; therefore "better"	9	5.1
Beneficial to individual; discuss more freely, new ideas	7	4.0
Meet with New Friends	2	1.1
Organized are poorly run	2	1.1
More personal	1	0.6
No response	164	--
TOTAL	339	99.9

The most common reason for preferring informal activities was that teens can decide themselves on activities, without having someone else do things for them.



b) Type of Desired Activities

Student respondents were given the opportunity to list sports or activities in which they would like to participate but had been unable to. The number of activities listed by each student was tallied and 136 students did not answer the question. There were 62 students who desired 1 activity; 41 who desired 2; 40 who desired 3; 31 who desired 4; 15 who desired 5; 7 who desired 6; 1 who desired 7; and 5 who desired 8 or more activities.

Only 3 types of activities were desired by more than 10% of the students. These will be presented with the season and type of group desired for each activity, and the obstacles to participation.

i) Individual Athletics

Activities such as golf, water-skiing, swimming, tennis, skating and archery were most often named as activities in which the students would like to participate but did not. Table X-27 outlines the desired groups and the obstacles encountered for individual athletics.





Table X-27

Individual Athletics - Type of Group and Season Desired  
and Obstacles to Participation

<u>Season and Group Type</u>	<u>Number</u>	<u>Per Cent</u>	<u>Obstacles</u>	<u>Number</u>	<u>Per Cent</u>
Winter - Formal	4	1.2	No Equipment	22	6.5
Winter - Informal	23	6.8	No Facilities	21	6.2
Winter - Both	10	2.9	No Organization	12	3.5
Summer - Formal	17	5.0	No Money	11	3.2
Summer - Informal	39	11.5	No Transportation	10	2.9
Summer - Both	12	3.5	No Experience	10	2.9
Winter & Summer - Formal	1	0.3	No Time	6	1.8
Winter & Summer - Informal	9	2.7	Poor Health	2	0.6
Winter & Summer - Both	7	2.1	Working - Too Tired	2	0.6
No Response	217	64.0	Geography - Climate	2	0.6
			No Personnel	2	0.6
TOTAL	339	100.0	No Opportunity	1	0.3
			No Response	238	70.2
			TOTAL	339	99.9

Summer was the most popular season for individual athletics, and most students preferred informal groups. Lack of equipment and facilities were the most common obstacles encountered.

ii) Nature-Oriented Activities

Activities included in the nature-oriented activities were horseback riding, hiking, hunting, climbing, boating, camping, tobogganing, etc. The season and group desired for these activities, and the obstacles to participation are outlined in Table X-28.



Table X-28

Nature-Oriented Activities - Type of Group and Season Desired  
and Obstacles to Participation

<u>Season and Group Type</u>	<u>Number</u>	<u>Per Cent</u>	<u>Obstacles</u>	<u>Number</u>	<u>Per Cent</u>
Winter - Formal	1	0.3	No Time	14	4.1
Winter - Informal	6	1.8	No Equipment	13	3.8
Winter - Both	0	0.0	No Organization	10	2.9
Summer - Formal	10	2.9	No Facilities	8	2.4
Summer - Informal	36	10.6	Working - Too Tired	5	1.5
Summer - Both	9	2.7	Poor Health	3	0.9
Winter & Summer - Formal	2	0.6	No Money	3	0.9
Winter & Summer - Informal	2	0.6	Not Allowed	1	0.3
Winter & Summer - Both	2	0.6	Geography - Climate	1	0.3
No Response	271	79.9	No Opportunity	1	0.3
			No Response	280	82.6
TOTAL	339	100.0			
			TOTAL	339	100.0

Summer was the preferred season for nature-oriented activities and the students preferred informal groups over formal groups.

iii) Acceptable Social Activities

Such events as picnics, wiener roasts, hay rides, dances, and parties were mentioned as "acceptable" social activities as opposed to smoking and playing pool, which are "wild" activities. Desired season and type of group for these activities, and obstacles to participation, are outlined in Table X-29.



Table X-29

Acceptable Social Activities - Type of Group and Season Desired  
and Obstacles to Participation

<u>Season and Group Type</u>	<u>Number</u>	<u>Per Cent</u>	<u>Obstacles</u>	<u>Number</u>	<u>Per Cent</u>
Winter - Formal	1	0.3	No Facilities	11	3.2
Winter - Informal	4	1.2	No Interest	8	2.4
Winter - Both	1	0.3	No Money	3	0.9
Summer - Formal	0	0.0	No Transportation	3	0.9
Summer - Informal	13	3.8	No Time	2	0.6
Summer - Both	3	0.9	No Personnel	2	0.6
Winter & Summer - Formal	5	1.5	Not Allowed	1	0.3
Winter & Summer - Informal	5	1.5	Working - Too Tired	1	0.3
Winter & Summer - Both	5	1.5	No Chaperones	1	0.3
No Response	302	89.1	No Response	307	90.6
TOTAL	339	100.1	TOTAL	339	100.1

Summer was the most often desired season for "acceptable" social activities, and informal groups were preferred. The biggest obstacle was lack of facilities in the community.

iv) Other Activities

Other activities were desired by 10% or less of the student sample. Group athletics were desired by 34 (10.0%), in the summer, and in formal groups. Excitement activities were desired by 26 (7.7%) in the summer in formal groups. Clubs and organizations were desired by 17 (5.0%) in formal summer groups. Travelling was desired by 4.7%; fine arts by 4.4%; collecting hobbies by 2.7%; "wild" social activities by 2.4%; studying and babysitting by 2.1%; mechanics by 1.8%; and passive out-of-home activities were desired by 1.2%.





c) Desired Television Programs

Students were asked, "If you had/have access to a television set, and had the time, which programs would you like to watch?" A tally was taken of the total number of programs listed, and 15 students did not answer the question, while 7 said they would not like to watch any programs. One program was mentioned by 29 students; 2 programs by 48, 3 programs by 103; 4 programs by 51 students; 5 programs by 31; 6 programs by 29; 7 programs by 9; and 8 or more programs by 17 students.

The first 3 programs listed by each student were tallied according to type of program, and the results are given in Table X-30.



Table X-30Desired Television Program Types of Students

<u>Type of Program</u>	<u>First Choice</u>		<u>Second Choice</u>		<u>Third Choice</u>		<u>Total</u>
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	
Drama	93	27.4	83	24.5	66	19.5	242
Comedy	76	22.4	70	20.7	64	18.9	210
Westerns	44	13.0	40	11.8	27	8.0	111
Educational, Documentary	44	13.0	32	9.4	25	7.4	101
Sports	21	6.2	20	5.9	11	3.2	52
Musical	12	3.5	12	3.5	16	4.7	40
Variety	10	2.9	14	4.1	11	3.2	35
News, Weather	8	2.4	5	1.5	10	2.9	23
Quiz Programs	5	1.5	8	2.4	5	1.5	18
No Response	26	7.7	55	16.2	104	30.7	185
<b>TOTAL</b>	<b>339</b>	<b>100.0</b>	<b>339</b>	<b>100.0</b>	<b>339</b>	<b>100.0</b>	

Drama and comedy programs were most often mentioned as being most desired, and westerns were next most popular. News, weather, and quiz programs were least popular among high school students.

d) Activity Most Like to Try

The student respondents were asked which activities they would most like to try, first and second choice, and what was needed in order for them to be able to participate in these activities. Table X-31 gives the first and second activities chosen.



Table X-31

First and Second Choice Activities Like to Try

<u>Activities</u>	<u>First Choice</u>		<u>Second Choice</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Individual Athletics	66	19.5	45	13.3
Nature-Oriented	23	6.8	18	5.3
Excitement Activities	20	5.9	5	1.5
Group Athletics	13	3.8	8	2.4
Fine Arts	6	1.8	6	1.8
Clubs & Organizations	5	1.5	1	0.3
Mechanics (cars)	4	1.2	1	0.3
"Acceptable" Social	4	1.2	3	0.9
Travel - Driving	3	0.9	0	0.0
Passive: Out-of-Home	2	0.6	0	0.0
Serious - Volunteer	2	0.6	0	0.0
"Wild" Social	1	0.3	1	0.3
Babysit, Study	1	0.3	0	0.0
Passive Home	0	0.0	1	0.3
Improvement Classes	0	0.0	1	0.3
No Response	189	55.8	249	73.5
TOTAL	339	100.2	339	100.2

Individual athletics were most popular first and second choice activities respondents would like to try, and nature-oriented were next in popularity.

The reasons given for not participating, or the requirements before participation was possible, are outlined in Table X-32.





Table X-32Requirements for Participation in Activities Like to Try

<u>Requirements</u>	<u>First Activity</u>		<u>Second Activity</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Equipment	69	20.4	31	9.1
Facilities	34	10.0	18	5.3
Time	18	5.3	16	4.7
Money	6	1.8	2	0.6
Interest; Organizations	4	1.2	1	0.3
Personnel	2	0.6	4	1.2
Lessons; License	2	0.6	3	0.9
Opportunity	2	0.6	2	0.6
Parental Consent	2	0.6	1	0.3
Transportation	2	0.6	0	0.0
Health	1	0.3	0	0.0
Initiative	1	0.3	0	0.0
Weather, Climate	1	0.3	0	0.0
No Response	195	57.5	261	77.0
TOTAL	339	100.1	339	100.0

Equipment and facilities were the two most commonly mentioned requirements for the activities the students would like to try most.

### G. Recreational Problems

#### 1. Leisure Time Opportunities

The students were asked to list the recreational opportunities available to their age group in the Grande Prairie area. A distinction was made between summer and winter. Opportunities for individual athletics were



mentioned by 130 (38.3%) of the students for summer and 115 (33.9%) of the students for winter. Opportunities for group athletics were mentioned by 49 (14.6%) in winter, and 30 (8.9%) in summer. No other opportunities were mentioned by as many students for either season.

## 2. General Feeling About Area

Students were asked if they thought Grande Prairie was a good area for teenagers, and 23 did not answer the question. More said it was a good area (166) than said it was a bad area (150). The most common reason for saying it was a good area was sociability, good age group, given by 39 students. The other reasons given were: recreation facilities are good (11 students); climate and geography are good (5 students); community is nice, quiet, no discrimination (5); good educational facilities (2); and good transportation to facilities (1).

The reasons given for Grande Prairie being a bad area for teens were: not enough to do (93 students); lack of sports organization (17 students); not enough sports facilities (10); too much social control (2); and nousey people (1 student).

## 3. Facilities

Students were asked questions about the operation, fees, and location of existing facilities. The first question was, "Do you feel that recreation facilities in this area are run in a fair manner so everyone has an equal chance to use them?" Over half, 179, said the facilities were definitely run fairly, but qualified their answers. Only 2 people said they were undecided as to whether or not the facilities were run fairly; 4 said they did not think the facilities were run fairly; and 98 said the facilities were definitely not run fairly. The reasons given for the facilities not being run fairly are outlined in Table X-33.



Table X-33Reasons Why Respondents Felt Facilities Were Unfairly Run

<u>Reason</u>	<u>Number</u>	<u>Per Cent</u>
Discrimination: elite group - same clique runs everything	40	11.8
Lack of Facilities: nothing to do	38	11.2
Poor Management	6	1.8
Discrimination: girls not allowed in Pool Halls, etc.	4	1.2
Too Expensive	4	1.2
Discrimination: adults won't let teens use facilities	2	0.6
Transportation Problems: too far away	2	0.6
No Response	243	71.7
TOTAL	339	100.1

The most common complaint against the facilities was that the same elite group of teens ran all the facilities, so that not everyone had equal access to them.

The students were asked how many of the facilities charged fees, and how many of the fees they felt were unfair. Seven students said none of the facilities they used charged fees, and 48 did not answer the question. There were 4 students who said 6 or more facilities charged fees; 10 said 5 charged; 59 said 4 charged; 79 said 3 charged; 72 said 2 charged; and 60 students said only 1 facility charged fees.

Over half of the students (187) said that none of the fees charged by facilities were unfair, and 84 did not answer the question. Only 7 students said that all of the fees were unfair; 2 said 80% to 99%





were unfair; 7 said 60% to 79% were unfair; 17 said 40% to 59% were unfair; 32 said 20% to 39% of the fees were unfair; and 3 said some were unfair but did not say what proportion.

The most common complaint among facilities was the fees charged for winter sports, with 16 students saying the fees were unfair. Another 10 said fees for summer sports were unfair; 8 said all season sports fees were unfair; 14 said spectator events had unfair fees; and 5 said "sociable" things charged unfair fees (e.g. dances).

The students were next asked if they felt the existing facilities were too concentrated in one area or too widely scattered among communities, and 66 did not answer the question. Over half, 178, felt that the facilities were too scattered; 60 felt they were too concentrated; 23 said they were alright as they were; 10 said facilities were inadequate everywhere, and so the question did not apply; and 2 people said the facilities were both too scattered and too concentrated.

The reasons given for feeling that the facilities were too scattered were: too little recreation in each area, mentioned by 87; transportation, mentioned by 35; too little interest for recreation, mentioned by 7; some communities have more than others, mentioned by 3; everybody wants their own centre, mentioned by 2; and one person said the facilities were too scattered because Grande Prairie is a large area. No reasons were given by 37 respondents.

The reasons given for saying the facilities were too concentrated were: some communities have more than others, mentioned by 23; "nothing to do", mentioned by 8; transportation, mentioned by 4; communities with facilities will not co-operate with young people, mentioned by 4; centre of town has all the facilities, mentioned by 3; and 17 gave no reasons.



#### 4. Transportation

Students were asked what their most usual mode of transportation to recreation facilities was. Only the first response of each student was recorded, and 13 students did not answer the question. In the winter, most of the students said 'car' (239); 80 said they walked; 3 used ski-doo's; 2 took a bus; 1 rode a bike; and 1 hitchhiked. In the summer, 180 used a car; 117 walked; 18 rode motorcycles; 9 rode bikes; 1 rode a bus; and 1 hitchhiked.

Students were asked how often they had trouble finding transportation to recreation facilities, in both summer and winter, and 20 students did not answer. Nearly half, 168, said they had no trouble in either season; 62 said they had trouble 1 to 3 times per month in both seasons; 35 said they had trouble 1 to 3 times per month in winter only; 21 said they had trouble 4 or more times per month in both seasons; 12 said they had trouble 4 or more times per month in winter and 1 to 3 times per month in summer; 11 said they had trouble 4 or more times per month in winter and never in the summer; 8 said they had trouble 1 to 3 times per month in winter and 4 or more times per month in summer; and 2 said they had trouble 1 to 3 times per month in summer only.

The last question on transportation was "How often do you have the use of a car?" There were 12 students who did not answer; 38 who said 1 to 3 times per month; 45 who said 4 to 10 times per month; 121 who said 11 or more times including always; and 123 who said never.



SUMMARYX. Profile of the Grande Prairie High School Population

The adolescent population of Grande Prairie was represented by 339 high school students from Grande Prairie Vocational High School and St. Joseph's Roman Catholic High School. There were 177 girls, 159 boys, and 3 who did not specify. The majority of the students were 16 or 17 years old and in grades 10 and 11. Nearly half of the students were in a matriculation program.

Most of the respondents were born in Alberta, and over one-quarter had lived in Grande Prairie all their lives. About two-thirds of the parents of the students had been born in Canada.

About one-third of both the fathers and mothers had completed 7 to 9 years of education. More mothers than fathers had completed high school, and equal numbers had gone to college.

More than one-quarter of the students' fathers were skilled manual workers (Hollingshead 5), and nearly one-fifth were farmers. Over one-fifth said the annual family income was from \$5,000.00 to \$7,000.00.

Over one-third of the students said they expected to complete Grade 12, and another third expected to get a university degree. Nearly one-third said they spent less than 1/2 hour each night studying during the week (including no time), and less than 1 hour on the weekends.

More than two-thirds of the students had never considered dropping out of school, although more than half had had at least one friend drop out. Over half of the students felt that dropping out of school was definitely a bad thing, and only 10 students said it was definitely a good thing.

Over half of the students scored in the medial range of the Protestant Ethic Scale (8 to 13). There was a large discrepancy between expected and desired occupations, in that 45 students wanted to be semi-







professionals, administrators or small business owners (Hollingshead 3), while only 8 expected to be.

More than half of the students had summer jobs, most of which were unskilled positions, for 40 hours or less per week, day shifts, for 2 months.

Less than one-half of the students held part-time jobs during the school year. Most of the jobs held were unskilled indoor jobs for 4 to 8 hours per week, on weekdays and weekends.

The largest proportion of students were United, followed closely by Roman Catholic (102 and 87 respectively). Over half of the students said they attended church every time there was a service. Less than one-quarter of the students said they belonged to a church group, but most of those who did said their groups met 4 times per month. Seven students held minor offices, and 44 held major offices in their church groups. One-fifth of the students spent from 3 to 10 hours in church affairs each month in both summer and winter. Less than one-quarter were involved in special church projects. More than one-third said they expected to be more active in church in the future, because of interest, obligation or conviction.

Nearly half of the students did not belong to any clubs related to the school, and one-fifth belonged to one school club. The most popular clubs were students' council and sports clubs.

Less than one-fifth of the students did not engage in school sports, and most were in 2 sports. Inter-school basketball, and intra-mural volleyball were the most common sports.

Over half of the students did not engage in any clubs or activities outside of the school, and most of those who did had only one outside activity. Boys' training groups and teen clubs were the most common extra-curricular organizations.



Less than one-quarter of the students held any official positions in the clubs they belonged to. There were 3 official positions held in athletic clubs and 72 positions in non-athletic clubs.

Most of the students had 1 to 4 close friends, and over a third said their friends attended the same school. Most of the students saw their friends at least once a week, and the most common activities engaged in with friends were sociability, "acceptable" social activities, and active sports.

Most of the students went on dates, 2 or 3 times per month, and only one-third of the students were going steady. The anomie scores tended to be low.

The most popular sports or nature activities in winter in terms of participation were skating, tobogganing, and bowling, but basketball and hockey were engaged in more frequently than tobogganing and bowling.

The most popular sports or nature activities in summer were swimming, camping, and softball or baseball, but riding and tennis were engaged in more often than camping.

Attending movies, visiting with friends, and parties or dances were most popular in winter in terms of total participation, but going to a cafe was more often done than going to movies.

In the summer, going to a cafe, visiting with friends, and going to movies were most popular in terms of total participation, but dances or parties were engaged in more often than attending movies.

The largest proportion of students mentioned 16 to 20 activities altogether.

Nearly twice as many students in winter as in summer watched 26 programs or more on television per month.



In the summer, over half of the students read no books, or less than one book per month, but in the winter, fewer reported the same. More students read 3 or more books per month in winter than in summer.

Nearly one-third of the students said they never listened to the radio or records in either season, and nearly one-quarter in both seasons listened from 4 to 10 hours per month.

Most enjoyed activities in the summer were all season sports and nature-oriented activities. Second choice activities mentioned most were summer sports, and all season sports.

Most enjoyed activities in the winter were winter sports, first and second choice.

In the summer, one-quarter were active in an organization related to one of their most enjoyed activities, and nearly one-third said the same for winter.

Slightly more students said there was a need for more organized, formal activity than said there was a need for unstructured, informal activity.

The most common reasons for wanting more organized activity were: no wasted time; always something to do; no cliques - more open.

The most common reasons for preferring more informal activity were: competence of teens; "more fun"; and lack of compulsion and commitment.

The most commonly desired type of activity was individual athletics, in informal summer groups. The main obstacles were lack of equipment and no facilities.

Nature-oriented activities were desired, in informal summer groups, and lack of time was the biggest obstacle to participation.

Acceptable social activities were desired, also, for informal summer groups. The greatest obstacles were lack of facilities, and lack of interest in the community.







Other activities were desired by only 10% of the sample or less.

Nearly half of the sample desired to watch 3 or 4 programs on television, and the most popular types of program were drama and comedy.

The type of activity which students would most like to try was individual athletics, and again the most common obstacles were lack of equipment, lack of facilities, and lack of time.

The most often mentioned opportunities in the area for teens were opportunities for individual athletics, in both summer and winter.

Nearly half of the sample said they thought Grande Prairie was a good area for teens to live in, and slightly less thought it was a bad area. The most common reason for saying it was a good area was the sociability, and the most common reason for saying it was a bad area was lack of things to do.

More than half of the students felt that the facilities were run fairly. The most common reason for saying the facilities were not run fairly was discrimination by a "clique" or an "elite" group running everything.

Nearly two-thirds of the students said that 1 to 4 of the facilities they used charged fees, and half of the students said none of the fees were unfair. The most common complaint was against winter sports facilities.

Over half of the students felt that the facilities were too scattered, and less than one-quarter said they were too concentrated.

The most common mode of transportation for both summer and winter was a car for over half of the students. Nearly half of the students said they never had transportation problems getting to recreation facilities. More students had trouble getting to facilities in the winter than in the summer. Equal proportions of students said they never had the use of a car, and always had the use of a car (36.0%).



## CHAPTER XI

### RECREATION FACILITIES AND PROGRAMS

To determine how many facilities, and of what type, were available to Grande Prairie residents, a facilities inventory was used for churches, clubs, commercial outlets, and department programs.

#### 1. Churches

Table XI-1 shows the type and number of churches in Grande Prairie.

Table XI-1

#### Type and Number of Churches

<u>Denomination</u>	<u>Number</u>
Baptist	3
Lutheran	2
Roman Catholic	1
United	1
Anglican	1
Christian Reformed	1
Salvation Army	1
Alliance Tabernacle	1
Presbyterian	1
Zion Gospel	1
Seventh Day Adventist	1
Mennonite	1
Church of Christ	1
Latter Day Saints	1
Jehovah's Witness	1
	---
	18



The size of the congregations varied from less than 100 for 4 churches to over 1000 for 2 churches.

There was some difficulty experienced in obtaining information for all of the churches listed, largely due to the time of year the interviews were taken. Some of the church officials were away from Grande Prairie on summer vacations, or at conventions and conferences. The information gathered is mainly from 11 churches.

a) Facilities

Table XI-2 gives the facilities available and the capacities for them, or the size if capacity was not known.

Table XI-2

Capacities of Facilities in Churches

<u>Facility</u>	<u>Number</u>	<u>Capacity (or size)</u>
Sanctuary	9	4: 120 to 150 people 3: 200 people 2: 300 to 350 people
Auditorium	10	3: 50 to 100 people 5: 150 to 200 people 2: 800 to 1000 sq. ft.
Kitchen	9	1: 100 people 2: 150 to 200 sq. ft.
Classrooms	41	21: less than 100 sq. ft. 10: 150 to 200 sq. ft. 3: 201 to 400 sq. ft.
Lounge	1	1: 350 to 400 sq. ft.

There were 5 churches for which the facilities could not be rented, due to church policy or fear of increased taxes. One church would allow other groups to use the facilities, but no rental fee was charged. There were 5 churches which allowed rental of facilities, with conditions such as the church women do the catering (e.g. for wedding receptions), and that the facilities be left clean and in good condition after use.





b) Church Groups

Table XI-3 outlines the programs offered at the churches, the average attendances, and time and season of operation.

Table XI-3Programs Offered by Churches, Attendance and Time of Operation

<u>Type of Program</u>	<u>Attendance (Avg.)</u>	<u>Time and Season of Operation</u>
Sunday Services (29 offered)	1: 2000 people 1: over 200 people 2: 140 to 150 people 5: 100 to 125 people 2: 60 to 100 people	weekly all year
Weekday Services (6 offered)	1: 1000 or more 2: 70 to 80 people 1: 50 people	weekly all year
Church School (16 offered)	1: 400 or more people 3: 100 to 150 people 2: 60 to 100 people 3: 30 to 50 people	4: weekly school year 6: weekly all year
Youth Groups (male and female) (10 offered)	2: less than 15 4: 15 people 3: 20 people 1: 40 people	5: all year weekly 1: all year 2 monthly 3: school year weekly 1: school year 2 weekly
Girls' Groups 2: Teen Girls 6: Young Girls	2: less than 15 3: 15 people 1: 20 - 25 people 2: 50 -100 people	school year weekly
Boys' Groups 3: Teen Boys 5: Young Boys	3: less than 15 2: 15 to 20 2: 50 to 100	school year weekly
Adult Groups (male and female) (9 offered)	3: less than 15 3: 15 to 20 3: 21 to 25	3: weekly all year 2: weekly school year 2: monthly all year 1: school year 2 weekly 1: school year 2 monthly

continued.....



Table XI-3 continued.....

Type of Program	Attendance (Avg.)	Time and Season of Operation
Women's Groups (9 offered)	2: 15 or fewer 3: 16 to 30 3: 35 to 50 1: over 75	1: all year weekly 2: all year monthly 1: school year weekly 4: school year monthly 1: school year 2 monthly
Men's Groups (1 offered)	1: 10	1: school year monthly
Choirs	6: 10 to 20	6: school year 2 weekly
5: Senior	4: 30	3: school year weekly
2: Teen	1: 50	2: all year weekly
4: Junior		

## 2. Commercial Recreation Outlets

Table XI-4 outlines the commercial recreation outlets in Grande Prairie, the facilities and equipment and capacities.

Table XI-4

### Commercial Recreation Outlets, Facilities and Equipment

Number and Type of Outlet	Number and Type of Facilities	Capacity of Facilities	Equipment
2 all season sports centres	1: gymnasium 1: bowling alley		2: both spe- cialized and unspecialized
1 general recreation centre	2: meeting rooms 1: lounge 1: golf course		1: unspecified
1 theatre		1: more than 400	
1 library			1: unspe- cialized only



### 3. Clubs and Groups

There were 19 clubs and groups in Grande Prairie for which information was obtained. The facilities used and the capacities are outlined in Table XI-5.

Table XI-5

<u>Clubs and Groups in Grande Prairie, Facilities, Capacities, and Equipment</u>			
<u>Number and Type of Organizations</u>	<u>Number and Type of Facilities</u>	<u>Capacity of Facilities</u>	<u>Equipment</u>
6 Youth Groups	19: meeting rooms 2: kitchens 1: rifle range	1: less than 15 persons	5: unspecified 1: specialized only
2 Hobby Clubs	2: meeting rooms	1: less than 15 persons	1: specialized only
2 Fraternal Women's Clubs	2: meeting rooms		2: unspecified
2 Civic-Minded Groups	2: private restaurants 3: exhibition halls 1: set of bleachers 1: barn 1: race track		2: unspecified
2 Outdoor Winter Sports Clubs	2: skating rinks 1: set of bleachers	1: more than 400 persons	2: unspecified
1 Theatrical Group	2: meeting rooms 2: lounges 1: kitchen		1: unspecified
1 Craft Art Club	1: meeting room		1: specialized only
1 Old Timer's Club	1: meeting room 1: kitchen	1: 31 to 45 persons	
1 Outdoor Summer Sports Club	1: ball diamond		1: unspecified
1 All Season Indoor Sports Club	1: gym	1: 46 to 60 per- sons	1: unspecified





All of the commercial outlets as well as clubs and groups were requested to name the season and hours of regular operation. The results of both questions are given in Table XI-6.

Table XI-6

Times and Season of Operation

<u>Times</u>	<u>Number</u>	<u>Per Cent</u>	<u>Season</u>	<u>Number</u>	<u>Per Cent</u>
Weekdays, evenings	11	47.8	Extended winter	14	60.9
All week, day and evening	6	26.1	All year	4	17.4
Weekdays, daytime	3	13.0	Extended summer	2	8.7
Weekends, evenings	1	4.3	Summer only	1	4.3
All week, evenings	1	4.3	Spring only	1	4.3
Varied times	1	4.3	Varied months	1	4.3
	—	—		—	—
TOTAL	23	99.8		23	99.9

The types of programs offered by the recreation outlets and the clubs and groups are outlined in Table XI-7.



Table XI-7

Type of Program by Age, Sex, Program Frequency and Average Attendance

	Age		Sex		Program	Average
					Frequency/Yr.	Attendance
Meetings	1: children up to 12	2: predominantly male			1: 1 per year	6: 11 - 20
General Program	1: teens only	1: all male			3: 6 - 10	1: 21 - 30
	2: teens & adults	5: all female			1: 11 - 15	1: 31 - 40
	4: adults only	1: both sexes			1: 21 - 30	1: 61 - 100
	1: old age				1: 31 - 40	1: 201 - 600
					1: 51 +	
Classes	1: adults only	3: all female			1: 2 - 5	1: up to 10
Film and lecture series	1: all ages					1: 11 - 20
Social Events	1: teens & adults	1: all female			4: 1 per year	2: 31 - 40
	5: adults only	7: both sexes			2: 2 - 5	2: 41 - 60
	1: old age only				1: 11 - 15	3: 61 - 100
					1: 16 - 20	
Sports	5: children only	11: all male			1: 1 per year	1: 11 - 20
	6: teens only	2: all female			7: 11 - 15	5: 21 - 30
	5: teens & children	8: both sexes			1: 16 - 20	3: 31 - 40
	4: teens & adults				8: 21 - 30	2: 41 - 60
	4: adults only				1: 41 - 50	5: 61 - 100
					1: 51 +	3: 101 - 200
						1: 201 - 600
						1: 601 +
Special Events e.g. bazaars, plays, conventions	3: teens only	1: predominantly female			4: 1 per year	2: 11 - 20
	1: teens & adults	3: all female			2: 2 - 5	2: 21 - 30
	3: adults only	4: both sexes			2: 31 - 40	1: 41 - 60
	1: all ages					1: 61 - 100
						1: 101 - 200
						1: 601 +

continued.....



Table XI-7 continued.....

	<u>Age</u>	<u>Sex</u>	<u>Program Frequency/yr.</u>	<u>Average Attendance</u>
Special Interests	3 : teens only 1 : teens & adults	1 : all male 1 : both sexes	1 : 51 +	1 : 101 - 200 1 : 601 +
e.g. bingo, hobbies, stock car races, health spa	1 : all ages			
Children's or Youth Group	5 : children 2 : teens	5 : all male 2 : all female	7 : 31 - 40	1 : 11 - 20 1 : 21 - 30 1 : 31 - 40 3 : 41 - 60 1 : 101 - 200
Movies and theatre	1 : all ages	1 : both sexes	1 : 21 - 30	1 : 601 +





#### 4. Department Programs

There were 6 programs offered by the Recreation Department in Grande Prairie: 4 were youth group programs; 1 was a sports program; and 1 was a playground program.

##### a) Classes

The total number of classes initiated for 4 programs was 1 or 2 each, and 1 program initiated 3 or 4 classes.

There were 4 classes held in the Bear Creek neighborhood, 2 held in Hillside School area; and 1 class held in each of St. Gerard School, Central Grande Prairie, Swan Haven and Avondale Schools.

##### b) Facilities

A tally was taken of the facilities used for the first 3 classes of each program. There were 5 classes which used outdoor grounds; 3 which used gymnasiums; and one class used each of a swimming pool and a general building (e.g. school).

The space available was classified as larger sports facilities (e.g. football fields, hockey rinks) or smaller sports facilities (e.g. tennis courts, swimming pool). There were 5 classes which used the smaller facilities and 2 which used the larger.

Equipment was available for all classes of 3 programs, and the other programs did not specify whether equipment was available for classes or not.

The conditions under which the facilities were used were by reciprocal agreement with the school board for 1 program; free use of facilities for 4 programs; and 1 program used city-owned facilities.



c) Specifications of Classes

Daily classes were held by 5 programs, and 1 program held classes weekly.

Four programs charged fees for everyone, and 2 charged fees for children under 18 years of age.

The reasons given for charging fees were to lower the cost of the program (given by 3); and to cover costs (e.g. instructor and operation) given by 2 programs.

All 6 of the programs were co-educational, because the activities were useful to or desired by both sexes.

There were no restrictions or special conditions for out-of-town people who wanted to participate in any of the programs.

One program was for children and teenagers, and 5 were for children only.

The objectives of the programs were: to provide an opportunity for people to learn a skill (non-athletic), mentioned by 3 programs, and to provide recreation and something to do, mentioned by 2 programs.

Only 1 program had another agency involved, and it was an organization such as the Red Cross. The function of this agency was to provide facilities for the program.

The percentages of time spent in teaching the group, teaching individuals, and supervising activities are given in Table XI-8.



Table XI-8Usage of Program Time by Percentage

<u>Percentage of Time</u>	<u>Teaching Group</u>	<u>Teaching Individuals</u>	<u>Supervising</u>
10% or less	0	1	0
11% to 25%	1	1	3
26% to 40%	4	3	1
71% to 85%	0	0	1

All 5 programs for which usage of time was specified spent some time in all 3 capacities.

One program did not have a policy on the number of participants per instructor; one program had 11 to 15 participants per instructor; and 3 programs had 8 or fewer participants per instructor.

The latest instructor education program was based on leadership school, and 5 programs had over 90% of their instructors take in-service training.

The salaries for 5 program instructors were \$2.00 per hour or less.

There were 4 programs which made use of volunteer staff whenever they were available, and 1 program which used volunteers only if they were qualified (e.g. had past experience).

Only 1 program did not allow volunteers to act in place of the instructor, and 4 programs allowed this under some circumstances, which were conditions of qualification or supervision. No reason was given for not allowing volunteers to act in place of instructors.

The minimum age for volunteers for 5 programs was 14 years of age or less. Four programs used volunteers in this age bracket, and 1 used volunteers 15 to 18 years of age.





There was no preference for one sex as volunteers for 4 programs, but one program gave preference to males, since the program was established for males. The percentage of male volunteers was about 50% for 4 programs and about 25% for 1 program.

There were no minimal educational requirements for the volunteers for any program. The minimal activity skill required for volunteers for 4 programs was knowledge of the activity; for 1 program it was qualification by official course (e.g. Red Cross); and 1 program stated no qualifications.

One program desired interest and enthusiasm in the volunteers, and 3 programs mentioned vague personality traits, such as leadership qualities, etc.



## CHAPTER XII

### SUMMARY AND CONCLUSIONS

This report has presented information pertinent to an assessment of the current recreational involvements and needs of the population of the city of Grande Prairie. The information relates to the recreational activities and needs, as well as the recreational resources of the work involvements, organizational involvements, social involvements, leisure time availability, current recreational activities, recreational interests which cannot currently be satisfied, and perceptions of special recreation needs and problems experienced by various groups in the city, as reported by a sample of adults and high school students living there. Information on the recreational resources of the area includes details on the recreational program and facilities operated by the city, the churches, the secular clubs and associations, and by commercial proprietors, in Grande Prairie.

In this final overview chapter which precedes the detailing of recommendations emerging from the study, we shall review briefly the characteristics of the population of Grande Prairie, the methodology of the research study, and the findings of the recreational demand study.

#### A. Description of the Population of Grande Prairie

The population of Grande Prairie was described in terms of the Dominion Bureau of Statistics figures for the following characteristics: age and sex distribution, family characteristics, occupation, education,



ethnicity and religion. A comparison was made between the Grande Prairie and Alberta populations on these characteristics.

In comparison with the Alberta population, the Grande Prairie population was over-represented for those between the ages of 0 to 34 and under-represented for those over 35.

There was a higher proportion of family households and one family households in the Grande Prairie area than in all of Alberta. However, Grande Prairie had a lower proportion of non-family and one-person households when compared with the whole province. The average family size and the average number of children under 25 living at home were also larger for the study area than for the province as a whole.

A smaller proportion of the Grande Prairie labour force than that of Alberta was involved in primary-industry occupations - especially farming. For all other occupations, with the exception of miners, professional and technical workers, greater proportions of the Grande Prairie labor force than of the whole Alberta labor force were involved.

Residents of the Grande Prairie area tended to spend more years in formal education than did residents of the total province.

People of British, Netherlands and Scandinavian origin were slightly over-represented in Grande Prairie but the distribution of other groups was similar to the Alberta population.





There was also a close similarity between the Province and the Grande Prairie population in terms of religious affiliation.

## B. Methodology and Sources of Data

### 1. Sources of Data

Four primary sources of data were used in this study.

First, information taken from published tables of the Dominion Bureau of Statistics was used to describe the population of the area; secondly, the High School Schedule; and third, the Adult Interview Schedule which was fully described in Chapter I as the primary data collection instrument. The fourth source of information involved the Resources Inventory Schedule.

### 2. Sampling Procedure

Four hundred and fifty interviews were completed for the Grande Prairie area. The sample was randomly selected from the city of Grande Prairie's voter registration list and from the land ownership map within a radius of 20 miles of the city of Grande Prairie - 300 respondents were drawn from the first source and 150 from the latter source. The names thus selected were divided, one for each sex, so that an equal number of males and females could be interviewed.

### 3. Adequacy of Sampling Procedure

An evaluation of the sampling procedure showed that the sample was over-representative in terms of middle-aged and older respondents and under-represented in terms of the young.

The distribution by education of the total Grande Prairie population and the sample differed somewhat for the lowest and the highest educational levels.



#### 4. The Interviewing Procedure

Interviewers were instructed to call at each of the households on their sample list and, if possible, interview an adult of the desired sex immediately. If the required person was not available at that time, an appointment was to be made for the interview to take place at a later time.

#### 5. Analysis of Data

Completed schedules were coded and the tabulations of responses and computation of relevant statistics were done by an IBM 360 computer. The relationships between the eight "independent" variables - sex, marital status, ethnicity, generation, education, income, occupation and age - and the remaining dependent variables were assessed by computing chi-square for each frequency table established by cross-tabulating selected pairs of variables. Only those tables with statistical significance at the 5% level (probability of the obtained chi-square) or better, were used for inclusion in the report. The discussions of dependent variables is contained in Chapters III through IX of the report.

#### C. Findings of the Recreational Demand Study

Information on this aspect of the study is organized under the following headings: work involvements and preferences, organizational involvements, leisure time usage and availability, current leisure activities, desired activities, and perceptions of recreational problems in the area. In this way we seek to segregate "production time" (whether on the job or in the home) from "discretionary time", and to segregate "semi-recreational involvement", from those which are clearly "recreational". We assume that organizational and social involvements are only "semi-recreational" because they may reflect, importantly, feelings of obligation to community service, to worship God, to be sociable with friends and relatives, etc., as well as spontaneous interest and completely voluntary involvement. We shall summarize



the findings from each of these areas in order.

### Work Involvements and Attitudes Towards Work

Work involvement was defined to include both paid employment, and the housework duties of the housewife. The index used for work involvement was the number of hours respondents reported working at these activities per week. Another index of involvement was the rating by each respondent of how tired he or she felt at the end of a normal day. Attitudes towards work were explored making use of items from a Protestant Ethic scale which probed subjects' attitudes of commitment to an ethic emphasizing the meaning and significance of hard work, and a question enquiring whether the respondents found work or leisure activities more satisfying.

Description of the characteristics of respondents was determined by making use of the same set of independent variables used throughout the adult sample survey. These variables included sex, marital status, ethnicity, generation, education, income, occupation and age of respondent. Cross-tabulation of these independent variables with the indices of work involvement and attitudes toward work permitted identification of statistically significant association between certain characteristics of respondents and patterns of attitudes or work involvement.

The majority of housewives spent 3 to 6 hours a day doing housework. No significant relationships were found between the hours spent in housework and any of the independent variables.

Separate analyses were made of the relationships between the independent variables and work involvements in the winter to see if there were any seasonal differences. Respondents tended to spend more hours working in the summer than in winter.

Income was the only variable significantly related to work involvement in both summer and winter whereas marital status was significantly





related to work involvements in the summer.

The relationship with income for both summer and winter showed that respondents in the lowest and highest income brackets spent more time in gainful employment than did middle income respondents. For marital status, married respondents devoted more hours to gainful employment in the summer than did non-married respondents.

Responses to the items dealing with attitudes toward work suggest a commitment toward work - 1) work was felt by more than half of the sample to be more satisfying than leisure, and 2) a general satisfaction with work hours, salary and amount of leisure was expressed. Generation and occupation were the only variables significantly related to the source of satisfaction. Older generation respondents (first and second) and respondents in Hollingshead 4 occupational categories and farmers were the most likely to derive more satisfaction from work rather than leisure. Younger generation respondents and those in Hollingshead 5 and 6 occupational categories were most likely to prefer leisure activities.

The majority of Grande Prairie respondents were content with their present work hours and salaries. Sex, marital status and the three indices of social position - education, income and occupation - were significantly related to the question concerning work hours and pay.

Respondents who preferred to work fewer hours for less money may be characterized as being female, those who were married and had higher socio-economic status. A desire to work more hours for more money was most frequently mentioned by male respondents, unmarried respondents, and those respondents with lower socio-economic status. The majority of housewives were content to work the same number of hours for the same amount of money.



Indications of a deeper commitment to the ethic of hard work, as indexed by the "Protestant Ethic" items, tended to support the previous data of a general attitude valuing work over leisure. No significant associations were found between occupation and endorsement of Protestant Ethic.

#### Organizational Involvements

Organizational involvements of sample members in both churches and formal organizations were determined in terms of the number of organizations to which respondents belonged, the intensity of their involvement as measured by the proportion of meetings attended, and the extent of their involvement as measured by the number of hours spent in activities of the organization per month. We shall consider organizational involvement first and church involvement second.

The number of organizations to which respondents belonged was significantly associated with marital status, age and the indices of social position. Married respondents, from 26-55 years of age and of higher educational income and occupational levels tended to belong to more organizations.

Attendance at meetings was associated with sex for winter only and this relationship showed female respondents to be more regular attenders than male respondents.



Respondents spent slightly more time in organizations in the winter than in the summer. Time spent in organizations was not significantly associated with any of the independent variables.

The majority of respondents did not hold office or perform regular duties in their organizations and never held any official positions in the community.

Annual dues were significantly associated with sex and occupation. Males and those in Hollingshead group 1 - 3 were most likely to report the highest organizational dues.

A study of church involvements involves reviewing church affiliation, intensity of involvement and the extent of involvement. Affiliation was significantly associated with generation and ethnicity. Canadian-born respondents and those of fourth or more generation were most likely to be Roman Catholic. Those born in Europe and of first generation were most likely to be Lutheran, and those born in the U.S.A., U.K., or White Commonwealth and of third generation were most often affiliated with the United Church.

Church attendance was significantly associated with age and marital status. Those who were married and between 26 and 55 years of age were the most regular attenders.





Time spent in church affairs was also associated with marital status and age; again those who were married and between 26 and 55 years of age spent the most time in church affairs.

The large majority of respondents did not hold office or perform any regular duties in their church, nor had they participated in any special church projects in the last year.

### Social Involvements

Three indices of social involvement were used in the present study: opportunity for involvement, degree of involvement, and a measure of anomie. The first was assessed in terms of number of friends reported and number of friends living in the area. The second degree of involvement was measured by the number of reported contacts the respondents had with their friends. The Anomie Scale scores reflect perceived social isolation and a sense of generalized despair.

Opportunity for involvement was measured by the number of close friends the respondents had and how many of these friends lived in the same community as the respondents.

Reported number of friends was significantly associated with sex and occupation. Males and those in Hollingshead 4, 5, and 6, were found to have the most friends.



Number of close friends living in the same community was significantly associated with generation, education and income. Generation and education were both inversely related to the number of close friends living in the same community, while no distinct pattern emerged for income and the other variables.

Degree of involvement was measured by frequency of contact with close friends. Those who had the most contact were characterized as being male, younger, non-married and from lower social class levels.

Anomie scores were found to be significantly associated only with three independent variables; education, income and occupation, all of which are indices of social class. Higher class subjects were found to have lower anomie scores - less feelings of social isolation and despair than lower class subjects.

#### Leisure Time Availability

Two measures of leisure time availability were used in this study and both must be viewed as indices useful in ranking of respondents rather than as accurate indications of the amount of leisure time actually available to the respondents. The first index is based on a summation of the time respondents reported that they spent on various leisure activities, in the summer and in winter. The second is a



global estimate of the total number of leisure hours at their disposal per week, in winter and in summer. We shall summarize the results based on use of each of these two indices in turn.

In terms of the summation index, respondents indicated that they spent more time on the various leisure activities that they mentioned in summer than they did in winter. Total leisure time in winter was significantly associated with sex, marital status and occupation. Females, non-married and those in lower Hollingshead categories, spent the most time in leisure activities in winter. Only sex was related to total leisure time in summer and again females spent more time in leisure activities than did males.

In terms of the global estimate of leisure time index, there were no differences between the amounts of time estimated for summer and for winter. Reported leisure time in winter was significantly associated with sex, generation, income and age. Age and reported leisure time were related in a curvilinear manner with the younger and older respondents enjoying more leisure time than those in the middle age categories. These findings were reinforced by a similar curvilinear relationship between generation and reported leisure time. Males and those in the lower income brackets reported more leisure time in the winter than females or those in higher income brackets. For summer, only generation, occupation and age were significantly related to reported leisure time. The relationship between age and reported





leisure time in summer was similar to that relationship for winter but the relationship between generation and reported leisure time in summer differed - it was a direct relationship. The relationship between occupation and reported leisure time showed that those in the highest and lowest occupational brackets had the most leisure time.

A set of questions was aimed specifically at housewives. These involved free time during the day and in the evenings: one-third of the housewives had 2 - 3 hours of free time during the day while the majority of housewives had 2 or 3 hours of free time in the evening. None of the independent variables were related to these responses.

#### Current Recreational Activities of Respondents

Information on current recreational activities of sample members included the following: total activities engaged in, specific activities engaged in, specific activities which were most preferred, and the social centers in which current activities were experienced.

The number of activities reported by respondents was significantly associated with ethnicity, generation, age, and the three indices of social position. Those reporting many activities were more frequently Canadian-born, from 26 - 40 years of age, fourth or more generation and of high educational, income, and occupational levels.



The index used to reflect involvement in specific activities was the amount of time respondents reported spending in each activity. This information was coded to indicate whether each activity was a high involvement, a medial involvement, or a low involvement activity.

In the winter, watching movies and T.V., visiting, playing cards, church activities, playing with children and pleasure driving were mentioned as time consuming by more than 50% of the Grande Prairie sample. In summer, watching movies and T.V., visiting, pleasure driving, home improvements, church activities and playing with children were mentioned as time consuming activities. The following patterns illustrate the associations between the two most popular activities for both seasons, and the independent variables.

Respondents who spent the most time watching movies or television were most frequently in Hollingshead occupational categories 5 and 6. In summer, marital status was related, with more married respondents watching television and movies.

Visiting in both seasons was most popular among those who were young, non-married, earning less than \$3,000 or between \$4,500 and 5,499, with either a little or a lot of education. In summer only, Canadian-born respondents preferred visiting.



Activities identified by sample members as their most preferred activities were examined. For summer, home-oriented, travel and athletics were all chosen as most enjoyed activity by over one-fifth of the sample. For winter, passive activities and athletics were both chosen by over one-quarter of the sample. Respondents who most enjoyed home-oriented activities were characterized as being female, over 55 years of age, with little formal education, and housewives. Athletics were most enjoyed by those who were male, younger, had a large amount of formal education, and were in Hollingshead 5 and 6 occupational categories. In winter, those with high incomes most enjoyed athletics. Passive activities were most popular among males, older respondents, those with little formal education, in lower Hollingshead occupational categories and, in summer only, with incomes between \$3,000 - \$4,499 per year.

Camping, picnics, Bar-B-Q's and climbing, hiking, walking were mentioned as favorite outdoor summer activities by over one-third of the sample. Respondents who most enjoyed camping and picnics were characterized as being male, from 26 - 40 years of age, third generation, Canadian-born, married, with considerable education, high status occupation and high incomes. Naming climbing and hiking as most enjoyed was characteristic of females, over 55 years of age, first generation, those born in Britain or the U.S.A., non-married and of low social position.





The relative amounts of leisure time a respondent spent alone, with friends and with family were analyzed. Respondents who spent the least time alone were frequently male, young, married and in Hollingshead 5 and 6 occupational categories. In summer, Canadian-born respondents spent little time alone. Those who spent the least time with friends were most likely female, older and married. In winter only, those who spent little time with friends were likely to be in high status occupations and receive high incomes. However, for summer only, those with high or low incomes and high or low status occupations as well as those born in Britain and the U.S.A., first and second generation respondents and those with little formal education said this. Spending the most time with family was characteristic of those who were middle aged and married. For winter only, this was characteristic of those with higher incomes and higher status occupations while for summer, this was characteristic of those earning between \$5,500 - \$6,499 per year and with medial status occupations.

#### Desired Recreational Activities

Respondents were asked, "What kinds of things would you like to do in your free time that you have not been able to do?" Responses were coded into three general types of activities: active sports, sociability or travel; self-improvement or organizations; and 'others'.



The number of activities mentioned was taken as an index of felt deprivation. To determine the initiative respondents had taken toward fulfillment of these desires, they were asked if they had read any books or magazines about the activity or tried to organize a group of people sharing the interest.

A most significant finding was that almost half of the sample failed to name any activities in response to this question. The number named was significantly associated with age and education. Activities were more often mentioned by younger subjects and by those with 10 - 11 years or a college education.

Type of activity was significantly associated with sex, generation, education and age. Respondents who most enjoyed active sports were characterized as being male, younger, fourth or more generations, and of either low or high educational achievement. Respondents who most enjoyed sociability and travel activities were characterized as being older, first generation, and of lower educational levels. Respondents who chose self-improvement and organizations as most desired activities were likely to be female.

Only a very small proportion of respondents said they had done any special reading or tried to organize interested groups in regard to desired activities. Males had done more reading than females while those with higher education levels reported more attempts at organizing groups.



Being aware of a Recreation Department in Grande Prairie which might facilitate participation in desired activities was associated with sex, education and age. Females, younger, and better educated respondents were most likely to be aware of a Recreation Department.

Wanting future recreational opportunities to be instructed was most likely among those who were younger, better educated, with an income of \$4,500 - \$6,499 per year, in occupational categories Hollingshead 3, or 5 and 6.

#### Problems and Inadequacies in Existing Recreational Opportunities

Information available in this area included reports of satisfaction with involvement in favorite outdoor, summer activities, obstacles to involvement, and opinions concerning the adequacy of existing recreational facilities, staff for these facilities, and the responsibility of future development.

Only one-half of the respondents could participate in their three favorite outdoor summer activities as often as they desired. No significant associations were found between these responses and the independent variables.

Almost 60% of those who were restricted in participation said time was the major obstacle. No significant associations were found between these responses and the independent variables.





One index used to test the adequacy of existing recreational facilities was the number of recreational opportunities a respondent was aware of for his age group in the Grande Prairie area. Number of opportunities perceived was significantly associated with sex, age, and education. Respondents who knew of the most leisure time opportunities were characterized as being male, younger, and of higher educational achievement.

In response to the question of which age group most needed improved recreational opportunities, over 60% of the sample thought teens most in need.

Almost 60% of the sample felt existing facilities were adequate for their age group. Age and marital status were significantly associated with these responses. A larger proportion of married as opposed to non-married, and older as opposed to younger respondents, felt existing facilities were adequate. Social, educational, hobby and athletic facilities were desired by those who were non-married and younger.

Recreational opportunities for young people were considered inadequate by 40% of the sample. Occupation and age were significantly associated with these responses. Respondents who felt facilities were inadequate were most likely to be younger and in Hollingshead occupational categories 1 to 3.

In response to the question of whether existing public recreational facilities were run fairly, 70% said they were, 14% said they were not, and the remainder were undecided. These responses were associated with sex, ethnicity, occupation and age. Respondents most likely to say that existing public facilities were not fairly run were characterized as being male, European or Canadian-born, in Hollingshead 1 to 3 and younger.



The large majority of the sample was not prevented from using public recreational facilities; 11% were prevented. These responses were significantly associated with education, income and age. Being prevented from using public facilities was reported most by those who had a college education, an income of \$4,500.00 - \$5,499.00 per year and were younger.

With regard to the operating policy of private facilities, 72% said they were fairly run, 5% said they were not and the remainder was undecided. Ethnicity, generation, income and age were significantly associated with these responses. Respondents most likely to say that existing private facilities were fairly run were characterized as being Canadian-born, younger, fourth or more generation, and with an income of \$4,500.00 - \$5,499.00 per year.

The large majority of the sample was not prevented from using private facilities while 7% felt they were. Only occupation and age were significantly related to these responses. Respondents in Hollingshead 1 to 3 and under 41 years of age were most likely to report problems in participation in private recreational facilities.

In response to the question concerning the distribution of existing facilities, 19.6% said they were too concentrated and 9.1% said they were too scattered. No independent variables were significantly associated with these responses.

Over one-half of those who gave suggestions for the location of future facilities favored centralization while 32% favored decentralization. Education was related to these responses and it was directly related to favoring centralization.

Sixteen per cent of the Grande Prairie sample said they had problems with transportation to recreational facilities. Respondents



most likely to report trouble were characterized as being female, foreign born, older, first generation and Hollingshead 1 and non-working respondents.

Sixty per cent of the Grande Prairie sample favored volunteers over government-paid workers for staffing future recreational programs and facilities, and 60% of the sample definitely said they would volunteer for interesting community projects.





## CHAPTER XIII

### RECOMMENDATIONS

This section is designed to provide conclusions and/or recommendations, based on the study data, which appear to have a direct effect on policy and program decisions relative to recreation in Grande Prairie.

In some instances specific recommendations will be made as a result of the findings while occasionally all that is done is to point out problems which are suggested by the data. This chapter consists of several sub-sections, each of which discusses data pertinent to a particular area of concern.

One of the objectives of the study was to pin-point those groups of Grande Prairie citizens who might be considered "recreationally deprived" (or socially isolated) and consequently in need of greater attention when recreation programs are planned. Due to the fact that there are no generally accepted criteria which one could use to establish whether or not a group or individual was in fact recreationally satisfied, the approach is to consider the group which appears to be most recreationally satisfied as the standard setting group while other groups would be considered to be less recreationally privileged or more socially isolated.

The survey data for Grande Prairie suggest that there are three groups in the community which appear to be such that they may be categorized as recreationally under-privileged in relation to other Grande Prairie residents.

The first group which appears, very decidedly, to be in the category of the recreationally under-privileged includes those with low levels of education, occupation and income. It will be noted that low income, occupation and formal education have been combined to form one



group, whereas throughout the study they are considered separately. The reasons for considering these three groups as one are:

1. It is the hypothesis of this consultant that occupation, income and formal education have a high positive relationship.
2. It is much more difficult to seek out those with low levels of education and income than those with low levels of occupation.

Among data which lead one to conclude that those of low socio-economic status are recreationally deprived are the following:

- there was an inverse relationship between education and the preference for more work hours and more pay
- education and number of organizational memberships were directly related
- income was also directly related to number of organizational memberships
- the findings of occupation and number of organizational memberships reinforced the findings of income and education with organizational memberships
- 27.5% of those with a college education held two or more official positions (in community organizations) and this proportion decreased steadily to 6.2% of those with one to nine years of education who said the same
- there was a fairly consistent inverse relationship between education, income and occupation and degree of anomie
- an inverse relationship was found for respondents who reported 40 or more hours per week and income
- education was directly related to the number of activities reported
- occupation was also directly related to the number of activities reported. A direct relationship was found with income as well



- a direct relationship was found between time consumed by church activities and occupation
- as education increased the proportion of respondents reporting participation in groups related to their preferred leisure activities increased
- occupational status was directly related to participation in groups related to respondents' preferred activities
- as income increased so did the proportion of respondents reporting participation in groups connected with their preferred activities
- education was directly related to spending time with friends while engaging in leisure time activities
- occupation was directly related to spending time with family while engaging in leisure time activities
- the least educated respondents had, by far, the smallest group who said there was a recreation department who might help them organize a group
- the more educated the respondent the more likely he was to want unorganized activities
- there was a tendency for respondents of higher educational levels to know of more leisure time opportunities than respondents of lower educational levels
- respondents with a college education were more likely to say that they were prevented from using public facilities than other respondents were
- respondents in Hollingshead 7 and non-working respondents experienced the most difficulty with transportation





The data outlined above suggest that those with lower levels of education, income and occupation enjoy much less desirable leisure involvement than do those with higher levels of education, income and occupation. It is obvious from these data that those with lower levels of education, income and occupation, in contrast with those having higher levels of education, income and occupation, displayed the following characteristics:

- a. they preferred to work more hours for more money
- b. they belonged to fewer organizations
- c. they held fewer official positions in organizations
- d. they had a higher degree of anomie
- e. they had more time to pursue leisure activities
- f. they participated in fewer leisure activities
- g. they spent less time in church activities
- h. they were involved in fewer organizations related to their favorite activities
- i. they spent less of their leisure time with friends and family
- j. they were less aware of assistance which was available from the recreation department
- k. they desired more organized activities
- l. they knew of fewer leisure opportunities available to them
- m. they were more satisfied with existing facilities and the perceived fairness with which they were run
- n. they had greater difficulty with transportation

If one assumes those of higher education, occupation and income levels can be used as a guide for the type and amount of recreation involvement all citizens of Grande Prairie should have, it is extremely



evident that those of lower education, occupation and income levels are indeed to be considered recreationally deprived.

On the basis of the above it appears that not all groups in Grande Prairie enjoy comparable degrees of leisure involvement. Consequently, it is RECOMMENDED that the citizens of Grande Prairie accept as fact the suggestion that there are residents of the city who are largely unreached by present leisure services. In view of this it is RECOMMENDED that the Grande Prairie Parks and Recreation Department take the lead in establishing a multi-disciplinary study group to consider the problem and make recommendations for more fully involving those of low education, occupation and income in the community life of Grande Prairie. Among those who might be represented are:

- a. local preventive social service board
- b. local school boards
- c. local ministerial association

The second group which appears to be less involved in the leisure life of the community includes those over 55 years of age. Relevant data include:

- respondents from 26 to 55 years of age belonged to more organizations than younger or older respondents did
- this relationship was curvilinear with youngest and oldest respondents tending to have had more leisure hours than respondents in the middle age categories
- age was inversely related to time reportedly consumed visiting
- younger respondents reported playing with children as more time consuming than did older respondents
- in general, as age increased the degree of time consumed pleasure driving decreased



- the proportion of respondents reporting no outside activities increased with age from 44.4% of those under 26 to 67.5% of those over 55
- respondents under 25 and those over 55 years of age had the highest proportion saying they were with family less than 50% of the time when participating in leisure activities
- there was an inverse relationship between number of desired activities and age, with the younger respondent tending to list more desired activities than older people
- younger respondents were more aware of the recreation department which might help them to organize a group for their desired activity while those over 55 years of age appeared to be least aware of this fact
- there was an inverse relationship between age and the total number of organizations the respondent wished to join
- the younger respondents tended to want unorganized activities more than older respondents. The converse was true for those wanting more organized activities
- generally, there was an inverse relationship between age and number of leisure time opportunities known
- age and reported inadequacy of facilities for youth were inversely related
- age and not knowing whether public facilities were run fairly (in a just manner) were directly related
- age and being prevented from using public recreation facilities were inversely related





- age and not knowing if private facilities were fairly run or thinking they were fairly run were directly related
- there was an inverse relationship between age and reporting being prevented from using private facilities
- older respondents had more trouble with transportation than did younger respondents
- generally, there was an inverse relationship between age and willingness to serve as a volunteer

The above data suggest that residents of Grande Prairie over 55 years of age:

- a. had more time available
- b. belonged to fewer organizations
- c. spent less time visiting
- d. spent less time playing with children
- e. spent less time pleasure driving
- f. participated in fewer activities outside the area
- g. spent less time with family while participating in leisure activities
- h. desired fewer additional activities
- i. were less aware of services of the recreation department
- j. desired to join fewer organizations
- k. desired more organized activities
- l. knew of fewer leisure opportunities
- m. were more satisfied with facilities for youth
- n. were less aware of the manner in which recreation facilities were operated
- o. had more transportation problems
- p. were less willing to serve as volunteers



On the basis of these data and conclusions it appears evident that the people in Grande Prairie who are in excess of 55 years of age are less involved in the recreational life in the community, and appear to be more socially isolated. These findings suggest that a need exists to assist older residents of Grande Prairie to make more meaningful use of their available time. It is RECOMMENDED, therefore, that the Grande Prairie Parks and Recreation Department, in consultation with other agencies, endeavour to provide increased opportunities for older residents to participate in meaningful programs of a recreational, social, or community service nature.

The third group which appears to be less involved in the recreational life of Grande Prairie, in comparison with other groups, includes the female population of Grande Prairie.

Data which appear to support such a conclusion include:

- 51.8% of the housewives spent 3 to 6 hours a day doing housework
- housewives were least likely to have named work as more satisfying, and the most likely to have named leisure
- female respondents were more likely to want to work less hours for less money than were male respondents
- males were more likely than females to report having a large number of close friends
- housewives displayed a higher degree of anomie than did the entire sample
- males were more likely than females to report pleasure driving as a most time consuming activity
- males were more likely to engage in activities outside of the Grande Prairie area



- females were more likely than males to indicate that they were interested in taking art lessons
- more men than women participated in groups related to their preferred activities
- males spent less of their leisure activity time alone than did females
- males were more likely than females to report spending time with friends
- male respondents knew of more leisure opportunities than did female respondents
- females experienced more trouble with transportation than did males

From these data one may conclude that females:

- a. worked less hours and indicated a desire to work shorter hours
- b. had a considerable amount of free time available
- c. had fewer close friends than males
- d. had a higher score on the anomie scale
- e. participated in fewer activities outside the area
- f. spent more free time alone and less with friends
- g. enjoyed leisure more than work
- h. spent less leisure time pleasure driving
- i. were more interested in art lessons
- j. participated in fewer groups related to their leisure activities
- k. knew of fewer leisure opportunities
- l. had more transportation problems

On the basis of the foregoing data and conclusions it is apparent that females, at least in relation to males, appeared to be less





involved in the community and thus more socially isolated.

It is RECOMMENDED that Grande Prairie give careful consideration to ways and means of expanding leisure opportunities for its female residents.

#### PROGRAMS AND FACILITIES

This section is concerned with the adequacy of present programs and facilities as indicated by the respondents.

Adequacy of programs and facilities may be determined by:

- a. the range of activities pursued in relation to time available
- b. the number of additional activities desired
- c. the degree of interest in pursuing additional activities
- d. the type of organization or activity desired
- e. the extent and nature of recreation facilities and programs
- f. the ethnic, educational and occupational backgrounds of Grande Prairie residents
- g. knowledge of available opportunities
- h. problems to participation or use of facilities

Pertinent data for this sub-section include:

- in comparison with provincial figures, the population of Grande Prairie area was found to be under represented for those over age 35 and over represented for the ages of 0 to 34
- 21.3% of the total provincial labor force were farmers whereas only 1.6% of the Grande Prairie labor force were farmers
- residents in the Grande Prairie area tended to spend more years in formal education than did residents of the total province
- almost twice as many respondents named work as more satisfying as named leisure



- 47.3% of the Grande Prairie sample belonged to one organization, 19.6% belonged to 2, and 15.8% belonged to more
- 73.8% of the sample held no official positions within the community 14.9% had held one
- 28.4% of the sample were affiliated with the United Church, 16.9% with the Roman Catholic Church, and 13.6% with the Anglican Church. 21.1% were not affiliated with any church.
- 27.1% of the sample attended church about once a week while 17.8% attended only 4 times per year and 21.3% gave no response
- 97 respondents did not answer and of those who did 30% spent no time in church affairs, 1/5 spent one to two hours and 30% spent 3 to 5 hours per month in church affairs
- 89.1% of the sample did not specify any involvement in church offices or regular church duties
- the largest proportion (41.8%) of the sample reported spending from 126 to 200 hours per month in leisure activities in winter
- 24.2% of the respondents said they spent from 51 - 125 hours per month in leisure activities in winter. Nobody reported having no time for leisure and only 4.2% said they had less than 51 hours per month.
- 27.6% of the sample reported having 40 or more hours per week of leisure time in the winter. 4.7% said they had 0 - 8 hours per day, 24.4% of the sample did not answer the question
- 38.9% of the respondents reported having participated in from 7 - 9 leisure activities and 69.8% said they participated in 7 - 12 leisure activities. 18% reported participating in 3 or fewer activities



- when asked if they usually took a vacation, 63.1% of the respondents in the Grande Prairie sample said yes; 41.3% of the respondents took their vacation in summer, 9.3% took a spring vacation and 12.4% took a fall or winter vacation
- in the summer 53.1% of the sample reported that they took no week-end trips, 20.2% took one and 16% took 2 or 3
- 58.2% of the sample indicated that none of their leisure activities required them to go outside of the Grande Prairie area, 33.6% said that one or two of the activities in which they engaged did require travel outside the area
- virtually no one who was interviewed was taking music or art lessons and few indicated that they would take lessons in the future if the opportunity arose. 80% of the respondents had no desire to take either music or art lessons
- in summer and winter the majority of respondents (78.4% in summer and 67.3% in winter) said that they belonged to no organizations or clubs related to any of their preferred leisure activities
- the majority of the sample did list at least one desired activity although 41.8% did not
- 25.1% of the respondents reported only 1 desired activity
- when asked whether they had read about any of their desired activities only 55.3% of the respondents replied. Of the total sample just .2% had read about their three most desired activities, 2.9% had read about two and 19% had read about one activity
- when respondents were asked if they had tried to organize a group who were interested in one of their desired activities 55.3% replied. 6.8% had tried to organize a group while 48.9% had never tried





- 23.6% of the sample said that time was what they needed in order to participate in their most desired activity, 45.3% didn't respond, 11.6% said facilities, 6% said transportation while 4.9% said money
- 57.8% of those who answered were restricted (from participating in their favorite outdoor activity) by time, 21.4% by equipment and facilities
- teens were thought most in need (of increased recreational opportunities) by 62.4% of those who answered this question, 11.9% favored pre-school and school children and 11.6% favored elderly people
- when asked if public recreation facilities were fairly run, for example could everyone use them to the same extent, 69.3% of the sample said they were, 16.2% were undecided, 14% said they were not and 4% did not answer the question
- respondents were asked if they were prevented from using any public recreation facilities; 83.6% said they were not, 5.3% were undecided, 10% felt they were prevented from using some of the facilities and .2% did not answer the question
- the data show that most respondents were either satisfied with the location (36%) or undecided about the location of existing recreation facilities (31.8%)
- 52% of those who answered wanted future recreational facilities to be more centralized, while 31.7% favored decentralization and 13.8% said it didn't matter
- 60.2% of the sample preferred volunteer workers while 13.6% favored workers paid by the provincial government, 5.6% favored recreation workers paid by the municipal government



- when asked how volunteers could best be recruited, 74.9% either did not know, said there was no way or did not answer the question
- 74% of the sample said they would be willing to do volunteer work in the community; 47.8% of those who answered this question said they would spend between 6 and 10 hours per month on volunteer projects
- 35.4% of the sample favored municipal government, 21.3% favored voluntary organizations and 20.4% thought individuals should be responsible for the development of recreational opportunities

On the basis of these data one might come to the following conclusions:

- a. there were very few farm families in Grande Prairie
- b. residents of Grande Prairie and area had a reasonable amount of discretionary time available and spent a considerable amount of time in leisure activities
- c. church and other organizations provided a certain amount of competition for one's leisure hours, however, the data indicate that while some time is devoted to church and organizational meetings etc. there still appeared to be a considerable amount of time available for leisure pursuits
- d. Grande Prairie residents, on the whole, participated very little in activities outside of the corporate limits of the city
- e. there appeared to be almost no interest in music or art lessons in Grande Prairie
- f. very few Grande Prairie respondents belonged to organizations related to their favorite leisure activities
- g. residents were not highly motivated to read about, or attempt to



organize a group in, their desired activity

- h. the majority of Grande Prairie respondents felt that teens were most in need of additional leisure opportunities
- i. it is evident that the Grande Prairie and area respondents generally considered that the facilities were run fairly (in a just manner) and they were not prevented from using any of them
- j. there appeared to be no clear consensus on the matter of centralization or decentralization of future recreation facilities
- k. a large percentage of the respondents preferred volunteer recreation workers to paid recreation workers, however, there were very few ideas put forth for attracting volunteers. It should be noted, however, that a large number of Grande Prairie residents appeared willing to volunteer considerable amounts of time for leadership in leisure activities
- l. it appeared that the majority of respondents considered the Municipal Government as the agency which should take the lead in the development of future recreation programs and facilities

#### COMMUNICATIONS

If services to people are to be of any value they must be taken advantage of. In order to take advantage of services, people must be aware of what services exist and under what conditions they are available.

Data relevant to this area of concern include:

- the respondents were asked "is there a recreation department in this city which might help in organizing such activities?". 33.4% said yes, 14% said no and 53.6% did not answer
- the least educated respondents had, by far, the smallest group who said there was a recreation department which might help them





organize a group

- the younger respondents were more aware of a recreation department which might help them organize a group in their most desired activity
- 18.7% of the sample knew of 4 leisure time opportunities, 17.6% knew of 3, 14.7% knew of 7 or more, 12.2% knew of 2, 9.8% knew of 5, 8% knew of one, and 3.8% knew of no leisure time opportunities for their age group

It is obvious from the above data that the majority of Grande Prairie residents are unaware of the variety of leisure opportunities available to them. In addition it appears that a great majority of the residents and particularly those in the low socio-economic and aged categories are unaware of the existence of, or the services provided by, the Grande Prairie Recreation Department.

It is RECOMMENDED that the City of Grande Prairie consider making extensive use of the mass media and other forms of communication to inform its residents of leisure activities available to them.

Since there are some who may challenge a public agency spending considerable sums of money to advertise programs and services, it should be emphasized that offering a service to people is simply not enough. People must be aware of a service which is offered and under what condition that service is offered if they are to be able to take advantage of such services. An agency may be providing the finest program in the world but if no one participates, or if some fail to participate because they are unaware of the opportunities, then the agency is not providing the service to people that it could or should be. Consequently advertising one's services must be considered as an integral part of providing that service.



HIGH SCHOOL SURVEY

The data relating to high school students, which may have a bearing on leisure programing, include the following:

- 49.9% of the students studied for less than 1 hour per night, but they did study. 24.5% did not study at all or did not respond to the question
- 24.5% of the students did not study on weekends, 13.6% did not respond to the question, and 22.7% studied 2 hours or less while 15.3% studied 3 to 4 hours per week, and 13.6% studied an unspecified amount of time
- the students tended to endorse the protestant ethic fairly strongly with 1/3 having a score of 10 - 13
- 60.5% of the students said that they had summer jobs, 38.4% said they did not
- 36% of the students said they held part-time jobs during the school year and 58.4% said they did not
- approximately 60% of the students either did not respond or spent no time in church affairs while approximately 18% spent from 1 - 5 hours per month in church affairs
- 27.4% of the students did not answer the question, 43.7% said they did not belong to any school related clubs while 19.2% said they belonged to one such club
- students were asked to list the inter-school and intra-mural sports in which they participated and how many hours per month they spent in each. 92 students did not answer the question and 66 (19.5%) said they did not engage in any sports. One sport was named by 42 students, 2 sports by 48, 3 sports by 18, 4 sports by 23, 5 sports by 18, 6 sports by 15, 7 sports by 6, and 8 or more sports by 11



students

- over 1/2 of the students (173) did not belong to any clubs not related to the school, 62 belonged to one, 10 belonged to 2, 1 student belonged to 3 such clubs while 93 students did not answer the question
- 237 students did not respond to the question while 24 students listed no club positions held, 50 students listed one position, 19 listed 2 positions, and 9 students listed 3 positions
- students were asked if they thought Grande Prairie was a good area for teenagers; 23 did not answer, 166 said it was a good area and 150 said it was a bad area.

On the basis of these data one may conclude that:

- a. high school students spent relatively little time studying during the week or on weekends
- b. approximately 60% of the students were employed during the summer while slightly 1/3 had part-time jobs during the school year
- c. students spent very little time in church affairs
- d. the majority of students were not involved in school related groups intra-mural or intra-school sports activities or in activities outside the school
- e. there appeared to be no consensus among high school students as to whether Grande Prairie was a good or bad area for teens.

On the basis of the above one can conclude that the high school students of Grande Prairie do not have a situation where their discretionary time is overtaxed by school, church, or community activities and consequently it appears that they have a considerable amount of leisure which is open for programing. There should be some concern over the fact





that approximately 1/2 of the students seem to think Grande Prairie is not a good area for teens.







